

**First Regular Session
Seventy-fifth General Assembly
STATE OF COLORADO**

PREAMENDED

*This Unofficial Version Includes Committee
Amendments Not Yet Adopted on Second Reading*

LLS NO. 25-0241.02 Alana Rosen x2606

HOUSE BILL 25-1278

HOUSE SPONSORSHIP

Bird and Lukens,

SENATE SPONSORSHIP

Kirkmeyer and Michaelson Jenet,

House Committees

Education
Appropriations

Senate Committees

A BILL FOR AN ACT

101 **CONCERNING MODIFICATIONS TO THE STATEWIDE EDUCATION**
102 **ACCOUNTABILITY SYSTEM.**

Bill Summary

(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)

The accountability, accreditation, student performance, and resource inequity task force (task force) studied and made recommendations on academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system. The bill implements the recommendations of the task force.

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.
Capital letters or bold & italic numbers indicate new material to be added to existing law.
Dashes through the words or numbers indicate deletions from existing law.

The bill:

- Requires the department of education (department) in collaboration with schools of a school district, district charter schools, institute charter schools, and school districts (local education providers) to divide state assessments into shorter sections with age-appropriate time frames to evaluate students;
- Requires the department to develop, at the request of a local education provider, versions of the state assessments for reading, writing, mathematics, science, and social studies in languages other than English and Spanish;
- Requires the department to provide guidance to local education providers and the state charter school institute (institute) on encouraging student participation in state assessments;
- Requires the department to include college entrance exams in the student academic achievement performance indicator instead of the postsecondary and workforce readiness performance indicator;
- Requires the department, beginning in the 2026-27 school year, to measure the postsecondary and workforce readiness performance indicator on 2 performance sub-indicators: The college and career readiness before graduation sub-indicator and the postsecondary progress sub-indicator;
- Requires the department to calculate the performance indicator measurements by combined student group so student groups are counted only once;
- Creates additional supports for local education providers and the institute if they are placed on a priority improvement or turnaround plan;
- Requires the department, in consultation with the technical advisory panel and other advisory groups with relevant expertise, to study academic opportunities, inequities, and promising practices in schools and improvements to the state accountability and accreditation system;
- Requires the department to create a statewide education accountability dashboard and review and make recommendations to the state board of education on developing a performance report for local education providers and the institute based on the percentage of students who do and do not participate in state assessments and providing the performance report to families, students, and community members in a transparent and accessible manner; and

- Encourages local education providers and the institute to adopt solutions to providing educator professional development and transforming instruction in public schools in order to receive a grant award from the school transformation grant program.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Legislative declaration. (1) The general assembly

finds and declares that:

(a) In response to the need for improved educational accountability, the general assembly passed into law House Bill 23-1241, enacted in 2023, which created the accountability, accreditation, student performance, and resource inequity task force;

(b) The task force was comprised of 26 bipartisan-appointed members who represented a diverse array of education stakeholders;

(c) The task force first convened in August 2023 to address challenges in the state's education accountability system;

(d) Over the course of more than 150 hours of task force meetings, small group sessions, and stakeholder consultations, the task force rigorously examined state data; gathered expert input; and sought diverse perspectives from parents, students, educators, and community members;

(e) The task force reached full consensus on 30 recommendations aimed at refining Colorado's education accountability system, improving the equity and transparency of data reporting, modernizing state assessments, and enhancing public school and school district improvement processes;

(f) The recommendations address persistent inequities, including achievement gaps among student groups and the unique challenges faced

1 by smaller public schools and school districts, while recognizing the
2 importance of continuous improvement and stakeholder engagement; and

3 (g) Colorado's existing accountability system has a significant
4 impact on the educational outcomes of over 800,000 K-12 students, so
5 improvements are essential to ensure equitable opportunities and accurate
6 reflections of student progress and school performance.

7 (2) The general assembly finds, therefore, that it is necessary and
8 timely to implement the task force's recommendations and provide a
9 roadmap for a more transparent, equitable, and effective accountability
10 system that prioritizes the success and well-being of all Colorado
11 students.

12 **SECTION 2.** In Colorado Revised Statutes, 22-7-1006.3, **amend**
13 **(1)(d), (4)(a), (4)(b), (7)(a), and (8)(a); and add (3)(e) and (12) as**
14 **follows:**

15 **22-7-1006.3. State assessments - administration - rules -**
16 **definitions.** (1) (d) If all or any portion of a state assessment
17 administered pursuant to subsection (1)(a) of this section requires a
18 student to use a computer to take the assessment, at the request of a local
19 education provider, FOR A STUDENT WITH A DISABILITY WHO HAS AN
20 INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN SECTION
21 22-20-103, OR A SECTION 504 PLAN, AS DEFINED IN SECTION 22-20-123,
22 AND WHOSE ACCOMMODATION REQUIRES A PENCIL-AND-PAPER FORMAT,
23 the department of education must administer the portions of the state
24 assessment that require a computer in a format that a student may
25 complete using pencil and paper. Each local education provider shall
26 report to the department the number of students it enrolls who will take
27 the state assessment in a pencil-and-paper format.

1 (3)(e) TO EVALUATE STUDENTS, INCLUDING STUDENTS WHO TAKE
2 ALTERNATE ASSESSMENTS OR ANOTHER APPROVED ASSESSMENT AS
3 DESCRIBED IN SUBSECTION (3)(c) OF THIS SECTION, THE DEPARTMENT OF
4 EDUCATION, IN COLLABORATION WITH LOCAL EDUCATION PROVIDERS,
5 SHALL DIVIDE EACH STATE ASSESSMENT INTO SMALLER SECTIONS WITH
6 AGE-APPROPRIATE TIME FRAMES FOR STUDENTS WITH DISABILITIES WHO
7 HAVE AN INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED IN SECTION
8 22-20-103, OR A SECTION 504 PLAN, AS DEFINED IN SECTION 22-20-123.
9 THE STATE BOARD MAY ADOPT RULES TO IMPLEMENT THIS SUBSECTION
10 (3)(e).

11 (4)(a)(I) The department of education, in collaboration with local
12 education providers, shall administer the English versions of the state
13 assessments and ~~may administer an assessment adopted by the state board~~
14 STATE ASSESSMENTS PURSUANT TO SUBSECTION (1)(a) OF THIS SECTION,
15 in languages other than English OR SPANISH FOR MATHEMATICS, SCIENCE,
16 AND SOCIAL STUDIES, as may be appropriate for English language
17 learners, WHEN THE NUMBER OF ENGLISH LANGUAGE LEARNERS WITH A
18 SPECIFIC LANGUAGE BACKGROUND REACHES AT LEAST ONE THOUSAND
19 FIVE HUNDRED STUDENTS STATEWIDE WITHIN AN ASSESSED GRADE LEVEL.
20 TO BE ELIGIBLE FOR A TRANSLATED ASSESSMENT, ENGLISH LANGUAGE
21 LEARNERS MUST RECEIVE INSTRUCTIONAL SUPPORT FOR THE CONTENT
22 AREA IN THE PROPOSED TEST LANGUAGE; except that, a student who has
23 participated in an English language proficiency program, as provided in
24 article 24 of this ~~title~~ TITLE 22, for more than a total of three school years
25 is ineligible to take the state assessments in a language other than English.
26 THE DEPARTMENT OF EDUCATION SHALL PRIORITIZE TRANSLATION
27 EFFORTS BASED ON STATISTICAL AND PSYCHOMETRIC ANALYSES TO

1 ENSURE THE VALIDITY AND RELIABILITY OF STATE ASSESSMENTS.

2 (II) Notwithstanding ~~the provisions of subparagraph (I) of this~~
3 ~~paragraph (a)~~ SUBSECTION (4)(a)(I) OF THIS SECTION to the contrary, a
4 local education provider may administer an assessment adopted by the
5 state board in a language other than English for up to five years to a
6 student who is an English language learner if allowed by a waiver
7 received from the federal department of education pursuant to ~~paragraph~~
8 ~~(c) of this subsection (4)~~ SUBSECTION (4)(c) OF THIS SECTION.

9 (b) The state board shall revise as necessary and the department
10 of education shall administer reading and writing assessments in Spanish
11 for students enrolled in the third and fourth grades. THE DEPARTMENT OF
12 EDUCATION SHALL ADMINISTER READING AND WRITING ASSESSMENTS IN
13 SPANISH FOR STUDENTS ENROLLED IN GRADES FIVE THROUGH EIGHT WHEN
14 THE NUMBER OF ENGLISH LANGUAGE LEARNERS WHO RECEIVE
15 INSTRUCTIONAL READING AND WRITING SERVICES IN SPANISH REACHES AT
16 LEAST ONE THOUSAND FIVE HUNDRED STUDENTS STATEWIDE WITHIN AN
17 ASSESSED GRADE LEVEL. THE DEPARTMENT OF EDUCATION SHALL
18 PRIORITIZE TRANSLATION EFFORTS BASED ON STATISTICAL AND
19 PSYCHOMETRIC ANALYSES TO ENSURE THE VALIDITY AND RELIABILITY OF
20 THE STATE ASSESSMENTS.

21 (7) (a) The department of education shall, AS SOON AS
22 PRACTICABLE BUT NO LATER THAN JUNE 1 OF EACH YEAR, provide to each
23 local education provider the results of all of the state assessments that the
24 local education provider administers and make available to local
25 education providers the state assessment data of individual students that
26 is required to measure academic progress over time. The department shall
27 align the disaggregation of state assessment results with the exclusion of

1 scores permitted by subsection (6) of this section.

2 (8)(a) Each local education provider shall adopt policies to ensure
3 that appropriate personnel within each school district and each institute
4 charter school TIMELY share with and explain to the parent or legal
5 guardian of each student enrolled in the school district or the institute
6 charter school the student's state assessment results returned to the
7 student's public school pursuant to subsection (7) of this section.

8 (12) (a) THE DEPARTMENT OF EDUCATION SHALL CREATE AND
9 DISTRIBUTE INFORMATION TO PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND
10 THE INSTITUTE THAT COMMUNICATES TO PARENTS AND GUARDIANS THE
11 IMPORTANCE OF STATE ASSESSMENTS IN SUPPORTING STUDENTS,
12 EDUCATORS, PUBLIC SCHOOLS, SCHOOL DISTRICTS, AND THE INSTITUTE.

13 (b) IN THE INFORMATION DESCRIBED IN SUBSECTION (12)(a) OF
14 THIS SECTION, THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE
15 TO PUBLIC SCHOOLS, SCHOOL DISTRICTS, THE INSTITUTE, AND EDUCATORS
16 ON HOW TO ENCOURAGE STUDENTS TO PARTICIPATE IN STATE
17 ASSESSMENTS TO THE EXTENT ALLOWABLE UNDER STATE AND FEDERAL
18 LAW. THE DEPARTMENT OF EDUCATION SHALL PROVIDE GUIDANCE TO
19 LOCAL EDUCATION PROVIDERS ON WHAT PUBLIC SCHOOLS, SCHOOL
20 DISTRICTS, THE INSTITUTE, AND EDUCATORS CANNOT DO THAT WOULD
21 DISCOURAGE STUDENT PARTICIPATION IN STATE ASSESSMENTS.

22 (c) AS USED IN THIS SUBSECTION (12), UNLESS THE CONTEXT
23 OTHERWISE REQUIRES:

24 (I) "INSTITUTE" MEANS THE STATE CHARTER SCHOOL INSTITUTE
25 CREATED PURSUANT TO SECTION 22-30.5-503.

26 (II) "PUBLIC SCHOOL" HAS THE SAME MEANING AS PROVIDED IN
27 SECTION 22-1-101 AND INCLUDES, BUT IS NOT LIMITED TO, A DISTRICT

1 CHARTER SCHOOL, AN INSTITUTE CHARTER SCHOOL, BOCES, OR AN
2 ONLINE SCHOOL, AS DEFINED IN SECTION 22-30.7-102.

3 **SECTION 3.** In Colorado Revised Statutes, 22-11-103, **add**
4 (22.5) as follows:

5 **22-11-103. Definitions.** As used in this article 11, unless the
6 context otherwise requires:

7 (22.5) "PATHWAY PLAN" MEANS THE PLAN DESCRIBED IN AND
8 ADOPTED BY A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL
9 PURSUANT TO SECTION 22-11-213.

10 **SECTION 4.** In Colorado Revised Statutes, 22-11-202, **amend**
11 (2)(a) and (2)(c)(III); **repeal** (2)(c)(II); and **add** (2)(c)(IV) and (3) as
12 follows:

13 **22-11-202. Colorado growth model - technical advisory panel**
14 **- accountability work group - rules.** (2) (a) To assist the department in
15 implementing the Colorado growth model, the commissioner shall
16 appoint a technical advisory panel of state and national experts on the
17 longitudinal measurement of academic growth for accountability
18 purposes. THE DEPARTMENT SHALL APPOINT AT LEAST THREE ADDITIONAL
19 MEMBERS TO THE TECHNICAL ADVISORY PANEL. THE MEMBERS MUST BE
20 CURRENT SUPERINTENDENTS OF SCHOOL DISTRICTS AND COLLECTIVELY
21 REPRESENT SMALL, MEDIUM, AND LARGE DISTRICTS. THE APPOINTED
22 MEMBERS MUST REFLECT THE STATE'S GEOGRAPHIC DIVERSITY BY
23 REPRESENTING RURAL, SUBURBAN, AND URBAN REGIONS. The members of
24 the technical advisory panel shall serve at the will of the commissioner
25 and shall not receive compensation or reimbursement for expenses.

26 (c) The department and the state board shall consult with the
27 technical advisory panel concerning:

1 (II) ~~The amount of additional credit toward accreditation that each~~
2 ~~local education provider may receive pursuant to section 22-11-204~~
3 ~~(3)(b), and~~

4 (III) Methods of including in the accreditation process
5 consideration of student progress in attaining reading competency, as
6 defined in section 22-7-1203 (10), in kindergarten and first and second
7 grade; AND

8 (IV) METHODS TO MEASURE THE POSTSECONDARY AND
9 WORKFORCE READINESS INDICATOR, INCLUDING THE COLLEGE AND
10 CAREER READINESS BEFORE GRADUATION SUB-INDICATOR AND THE
11 POSTSECONDARY PROGRESSION SUB-INDICATOR DESCRIBED IN SECTION
12 22-11-204 (4.5), AND METHODS TO MEASURE THE NUMBER OF STUDENTS
13 WHO COMPLETE ONE OR MORE OF THE POSTSECONDARY AND WORKFORCE
14 READINESS SUB-INDICATORS.

15 (3) (a) THE DEPARTMENT SHALL CONVENE AN ACCOUNTABILITY
16 WORK GROUP TO PROVIDE FEEDBACK TO THE DEPARTMENT RELATED TO
17 STATE AND FEDERAL ACCOUNTABILITY POLICIES AND DECISIONS AND TO
18 MAKE RECOMMENDATIONS TO THE STATE BOARD. THE COMMISSIONER
19 SHALL APPOINT, AT A MINIMUM, THE FOLLOWING MEMBERS TO SERVE ON
20 THE ACCOUNTABILITY WORK GROUP:

21 (I) FOUR MEMBERS WHO SERVE AS SUPERINTENDENTS WHO
22 REPRESENT DIFFERENT REGIONS OF THE STATE, INCLUDING A
23 SUPERINTENDENT WHO REPRESENTS A RURAL SCHOOL DISTRICT;

24 (II) FIVE MEMBERS WHO SERVE AS SCHOOL AND SCHOOL DISTRICT
25 LEADERS;

26 (III) ONE MEMBER WHO SERVES AS A CHARTER SCHOOL LEADER;

27 (IV) ONE MEMBER WHO WORKS FOR A BOARD OF COOPERATIVE

1 SERVICES;

2 (V) ONE MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION

3 SERVING SCHOOL EXECUTIVES;

4 (VI) ONE MEMBER WHO REPRESENTS A STATEWIDE ORGANIZATION

5 REPRESENTING LOCAL SCHOOL BOARDS;

6 (VII) ONE MEMBER WHO REPRESENTS A STATEWIDE

7 ORGANIZATION REPRESENTING EDUCATORS;

8 (VIII) TWO MEMBERS WHO REPRESENT AN EDUCATION ADVOCACY

9 ORGANIZATION OR A CIVIL RIGHTS ORGANIZATION; AND

10 (IX) ONE MEMBER WHO IS A PARENT OR WHO REPRESENTS AN

11 ORGANIZATION FOCUSED ON FAMILY INVOLVEMENT IN EDUCATION.

12 (b) THE MEMBERS OF THE ACCOUNTABILITY WORK GROUP SHALL

13 SERVE AT THE WILL OF THE COMMISSIONER AND SHALL NOT RECEIVE

14 COMPENSATION OR REIMBURSEMENT FOR EXPENSES.

15 (c) THE DEPARTMENT SHALL CONVENE MEETINGS OF THE

16 ACCOUNTABILITY WORK GROUP AS NECESSARY AND WITHIN EXISTING

17 APPROPRIATIONS.

18 (d) THE ACCOUNTABILITY WORK GROUP MEETINGS ARE OPEN TO

19 THE PUBLIC.

20 **SECTION 5.** In Colorado Revised Statutes, 22-11-204, **amend**

21 (1)(b), (4), and (5); and **add** (1)(e), (1)(f), and (4.5) as follows:

22 **22-11-204. Performance indicators - measures - repeal.**

23 (1) (b) (I) (A) In addition, the department shall annually determine the

24 level of attainment of each public high school, each school district, the

25 institute, and the state as a whole on the postsecondary and workforce

26 readiness performance indicator based on the measures specified in

27 subsection (4) of this section.

1 (B) THIS SUBSECTION (1)(b)(I) IS REPEALED, EFFECTIVE JULY 1,
2 2026.

3 (II) BEGINNING IN THE 2026-27 SCHOOL YEAR, THE DEPARTMENT
4 SHALL ANNUALLY DETERMINE THE LEVEL OF ATTAINMENT OF EACH PUBLIC
5 HIGH SCHOOL, EACH SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE AS
6 A WHOLE ON THE POSTSECONDARY AND WORKFORCE READINESS
7 PERFORMANCE INDICATOR, INCLUDING THE COLLEGE AND CAREER
8 READINESS BEFORE GRADUATION AND POSTSECONDARY PROGRESSION
9 SUB-INDICATORS, BASED ON THE MEASURES SPECIFIED IN SUBSECTION (4.5)
10 OF THIS SECTION.

11 (e) (I) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE
12 PERFORMANCE INDICATORS, THE STATE BOARD SHALL ENSURE THAT THE
13 CALCULATION INCLUDES CONSIDERATION OF THE ACADEMIC
14 ACHIEVEMENT OF STUDENTS WITH DISABILITIES, INCLUDING STUDENTS
15 WHO HAVE A DISABILITY PURSUANT TO THE FEDERAL "INDIVIDUALS WITH
16 DISABILITIES EDUCATION ACT", 20 U.S.C. 1400 ET SEQ., BUT WHO NO
17 LONGER MEET THE ELIGIBILITY CRITERIA FOR AN INDIVIDUALIZED
18 EDUCATION PROGRAM, AS DEFINED IN SECTION 22-20-103 (2)(c).

19 (II) THE STATE BOARD SHALL ENSURE A STUDENT DESCRIBED IN
20 SUBSECTION (1)(e)(I) OF THIS SECTION IS COUNTED IN THE CALCULATION
21 DESCRIBED IN SUBSECTION (1)(e)(I) OF THIS SECTION FOR TWO YEARS
22 AFTER IT IS DETERMINED THE STUDENT NO LONGER MEETS THE ELIGIBILITY
23 CRITERIA FOR AN INDIVIDUALIZED EDUCATION PROGRAM, AS DEFINED
24 IN SECTION 22-20-103; EXCEPT THAT A STUDENT WHO NO LONGER MEETS
25 THE ELIGIBILITY CRITERIA BECAUSE THE STUDENT HAS GRADUATED FROM
26 A PUBLIC HIGH SCHOOL IS NOT COUNTED IN THE CALCULATION.

27 (III) THE DEPARTMENT SHALL NOT INCLUDE A STUDENT DESCRIBED

1 IN SUBSECTION (1)(e)(I) OF THIS SECTION IN CALCULATIONS OR DATA
2 REPORTING FOR PURPOSES OF THE FEDERAL "EVERY STUDENT SUCCEEDS
3 ACT", 20 U.S.C. SEC. 6301 ET SEQ.

4 (f) FOR PURPOSES OF CALCULATING PERFORMANCE FOR THE
5 PERFORMANCE INDICATOR CONCERNING STUDENT ACADEMIC
6 ACHIEVEMENT, THE STATE BOARD SHALL ENSURE THAT THE CALCULATION
7 INCLUDES CONSIDERATION OF THE PERCENTAGES OF STUDENTS ENROLLED
8 IN THE ELEVENTH GRADE IN PUBLIC HIGH SCHOOLS WHO SCORE AT EACH
9 ACHIEVEMENT LEVEL ON THE STANDARDIZED CURRICULUM-BASED
10 ACHIEVEMENT COLLEGE ENTRANCE EXAMINATION ADMINISTERED AS A
11 STATEWIDE ASSESSMENT OR THE PERCENTAGES OF STUDENTS ENROLLED
12 IN EACH OF THE GRADE LEVELS INCLUDED IN THE PUBLIC HIGH SCHOOL
13 WHO SCORE AT EACH ACHIEVEMENT LEVEL ON THE ASSESSMENTS
14 ADMINISTERED BY THE PUBLIC HIGH SCHOOL PURSUANT TO SECTION
15 22-7-1006.3.

16 (4) (a) The department shall determine the level of attainment of
17 each public high school, each school district, the institute, and the state
18 as a whole on the postsecondary and workforce readiness indicator by
19 using, at a minimum, the following measures:

20 (a) (I) For each public high school, the department shall calculate:

21 ~~(I) The percentages of students enrolled in the eleventh grade in~~
22 ~~the public high school who score at each achievement level on the~~
23 ~~standardized curriculum-based achievement college entrance examination~~
24 ~~administered as a statewide assessment or the percentages of students~~
25 ~~enrolled in each of the grade levels included in the public high school~~
26 ~~who score at each achievement level on the assessments administered~~
27 ~~pursuant to section 22-7-1006.3 by the public high school;~~

1 ~~(H)~~ (A) As soon as the data is available, the percentage of students
2 graduating from the public high school who receive a diploma that
3 includes a postsecondary and workforce readiness endorsement as
4 described in section 22-7-1009 (1) and the percentage who receive a
5 diploma that includes an endorsement for exemplary demonstration of
6 postsecondary and workforce readiness as described in section 22-7-1009
7 (2);

8 ~~(H)(A)~~ (B) The graduation and dropout rates, as defined by rule
9 of the state board. FOR PURPOSES OF THIS SUBSECTION (4)(a)(I)(B), A
10 STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED
11 IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH SCHOOL'S
12 GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT
13 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION
14 (4)(a)(I)(B) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC
15 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS
16 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE
17 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS
18 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

19 ~~(B) Beginning in the 2020-21 school year, for purposes of this~~
20 ~~subsection (4)(a)(H), a student who is enrolled in special education~~
21 ~~services, as defined in section 22-20-103 (23), must be counted in the~~
22 ~~public high school's graduation rate in the school year in which the~~
23 ~~student completes the minimum graduation requirements. Nothing in this~~
24 ~~subsection (4)(a)(H)(B) limits the right to a free appropriate public~~
25 ~~education for a student as provided by the federal "Individuals with~~
26 ~~Disabilities Education Act", 20 U.S.C. sec. 1400 et seq., as amended; the~~
27 ~~"Exceptional Children's Educational Act", article 20 of this title 22; or~~

1 ~~any other federal or state law or rule.~~

2 ~~(IV) (C) Beginning in the 2016-17 school year,~~ The percentages
3 of students graduating from the public high school who, in the school
4 year immediately following graduation from high school, enroll in a
5 career and technical education program, community college, or four-year
6 institution of higher education. The department shall weight each
7 postsecondary enrollment option equally in determining a public high
8 school's level of attainment of this measure.

9 ~~(IV.5) (D) Beginning in the 2018-19 school year, or in the first~~
10 ~~school year for which data is available,~~ The percentage of students
11 graduating from the public high school who, in the school year
12 immediately following graduation from high school, enlist in the military.
13 The department shall weight military enlistment equally with the
14 postsecondary enrollment options described in ~~subsection (4)(a)(IV)~~
15 SUBSECTION (4)(a)(I)(C) of this section in determining a public high
16 school's level of attainment on the postsecondary and workforce readiness
17 indicator.

18 ~~(V) (E) Beginning in the 2020-21 school year,~~ The percentage of
19 students enrolled in the public high school who demonstrate college and
20 career readiness, based on the demonstration options available to the
21 students enrolled in the public high school, at the higher achievement
22 level adopted by the state board that indicates a student is prepared,
23 without needing remediation, to enroll in general education core courses;

24 AND

25 ~~(VI) (F) Beginning in the 2020-21 school year,~~ The percentage of
26 students enrolled in the public high school who successfully complete an
27 advanced placement course in a subject other than English language arts

1 or math and earn a score of three or higher on the end-of-course advanced
2 placement exam, the percentage of students who successfully complete
3 a concurrent enrollment course in a subject other than English language
4 arts or math and earn a grade of "B" or higher in the course, and the
5 percentage of students who successfully complete an international
6 baccalaureate course in a subject other than English language arts or math
7 and earn a score of four or higher;

8 (b) (II) For each school district and the institute, the department
9 shall calculate:

10 ~~(I) The overall percentages of students enrolled in the eleventh~~
11 ~~grade in all of the district public high schools or all institute charter high~~
12 ~~schools who score at each achievement level on the standardized~~
13 ~~curriculum-based achievement college entrance examination administered~~
14 ~~as a statewide assessment or the percentages of students enrolled in each~~
15 ~~of the grade levels included in the public high schools who score at each~~
16 ~~achievement level on the assessments administered pursuant to section~~
17 ~~22-7-1006.3 by the public high schools;~~

18 (H) (A) ~~Beginning with the first school year for which criteria are~~
19 ~~adopted pursuant to section 22-7-1009 (1) for awarding diplomas that are~~
20 ~~endorsed for postsecondary and workforce readiness and for each school~~
21 ~~year thereafter, The overall percentage of all students graduating from the~~
22 ~~district public high schools or from the institute charter high schools who~~
23 ~~receive diplomas that are endorsed for postsecondary and workforce~~
24 ~~readiness as described in section 22-7-1009 (1) and the percentage who~~
25 ~~receive diplomas that are endorsed for exemplary demonstration of~~
26 ~~postsecondary and workforce readiness as described in section 22-7-1009~~
27 (2);

1 ~~(HH)(A)~~ (B) The overall graduation and dropout rates, as defined
2 by rule of the state board, for the district public high schools or the
3 institute charter high schools. FOR PURPOSES OF THIS SUBSECTION
4 ~~(4)(a)(II)(B)~~, A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION
5 SERVICES, AS DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE
6 SCHOOL DISTRICT'S AND THE INSTITUTE'S GRADUATION RATE IN THE
7 SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM
8 GRADUATION REQUIREMENTS. THIS SUBSECTION ~~(4)(a)(II)(B)~~ DOES NOT
9 LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A
10 STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES
11 EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL
12 CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY
13 OTHER FEDERAL OR STATE LAW OR RULE.

14 ~~(B) Beginning in the 2020-21 school year, for purposes of this~~
15 ~~subsection (4)(b)(III), a student who is enrolled in special education~~
16 ~~services, as defined in section 22-20-103 (23), must be counted in the~~
17 ~~school district's and the institute's graduation rate in the school year in~~
18 ~~which the student completes the minimum graduation requirements.~~
19 ~~Nothing in this subsection (4)(b)(III)(B) limits the right to a free~~
20 ~~appropriate public education for a student as provided by the federal~~
21 ~~"Individuals with Disabilities Education Act", 20 U.S.C. sec. 1400 et seq.,~~
22 ~~as amended; the "Exceptional Children's Educational Act", article 20 of~~
23 ~~this title 22; or any other federal or state law or rule.~~

24 ~~(IV)~~ (C) ~~Beginning in the 2016-17 school year,~~ The overall
25 percentages of students graduating from all of the district public high
26 schools or all institute charter high schools who, in the school year
27 immediately following graduation from high school, enroll in a career and

1 technical education program, community college, or four-year institution
2 of higher education. The department shall weight each postsecondary
3 enrollment option equally in determining a school district's or the
4 institute's level of attainment of this measure.

5 ~~(IV.5) (D) Beginning in the 2018-19 school year, or in the first~~
6 ~~school year for which data is available,~~ The overall percentages of
7 students graduating from all of the district public high schools or all
8 institute charter high schools who, in the school year immediately
9 following graduation from high school, enlist in the military. The
10 department shall weight military enlistment equally with the
11 postsecondary enrollment options described in ~~subsection (4)(b)(IV) of~~
12 ~~this section~~ SUBSECTION (4)(a)(II)(C) OF THIS SECTION in determining a
13 school district's or the institute's level of attainment on the postsecondary
14 and workforce readiness indicator.

15 ~~(V) (E) Beginning in the 2020-21 school year,~~ The overall
16 percentage of students enrolled in the district public high schools or all
17 of the institute charter high schools who demonstrate college and career
18 readiness, based on the demonstration options offered by the district
19 charter high schools, the school district, or the institute charter high
20 schools, at the higher achievement level adopted by the state board that
21 indicates a student is prepared, without needing remediation, to enroll in
22 general education core courses; AND

23 ~~(VI) (F) Beginning in the 2020-21 school year,~~ The overall
24 percentage of students enrolled in the district public high schools or
25 institute charter high schools who successfully complete an advanced
26 placement course in a subject other than English language arts or math
27 and earn a score of three or higher on the end-of-course advanced

1 placement exam, the percentage of students who successfully complete
2 a concurrent enrollment course in a subject other than English language
3 arts or math and earn a grade of "B" or higher in the course, and the
4 percentage of students who successfully complete an international
5 baccalaureate course in a subject other than English language arts or math
6 and earn a score of four or higher; AND

7 (c) (III) For the state, the department shall calculate:

8 ~~(I) The percentages of students enrolled in the eleventh grade in~~
9 ~~public high schools statewide who score at each achievement level on the~~
10 ~~standardized curriculum-based achievement college entrance examination~~
11 ~~administered as a statewide assessment or the percentages of students~~
12 ~~enrolled in each of the grade levels included in the public high schools~~
13 ~~statewide who score at each achievement level on the assessments~~
14 ~~administered pursuant to section 22-7-1006.3 by the public high schools;~~

15 ~~(H) (A) Beginning with the 2011-12 school year and for each~~
16 ~~school year thereafter, The overall percentage of all students graduating~~
17 ~~from the public high schools in the state who receive diplomas that are~~
18 ~~endorsed for postsecondary and workforce readiness as described in~~
19 ~~section 22-7-1009 (1) and the percentage who receive diplomas that are~~
20 ~~endorsed for exemplary demonstration of postsecondary and workforce~~
21 ~~readiness as described in section 22-7-1009 (2);~~

22 ~~(HH) (A) (B) The statewide graduation and dropout rates, as~~
23 ~~defined by rule of the state board, for the public high schools in the state.~~
24 FOR PURPOSES OF THIS SUBSECTION (4)(a)(III)(B), A STUDENT WHO IS
25 ENROLLED IN SPECIAL EDUCATION SERVICES, AS DEFINED IN SECTION
26 22-20-103, MUST BE COUNTED IN THE STATEWIDE GRADUATION RATE IN
27 THE SCHOOL YEAR IN WHICH THE STUDENT COMPLETES THE MINIMUM

1 GRADUATION REQUIREMENTS. THIS SUBSECTION (4)(a)(III)(B) DOES NOT
2 LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION FOR A
3 STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS WITH DISABILITIES
4 EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE "EXCEPTIONAL
5 CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS TITLE 22; OR ANY
6 OTHER FEDERAL OR STATE LAW OR RULE.

7 ~~(B) Beginning in the 2020-21 school year, for purposes of this~~
8 ~~subsection (4)(c)(III), a student who is enrolled in special education~~
9 ~~services, as defined in section 22-20-103 (23), must be counted in the~~
10 ~~statewide graduation rate in the school year in which the student~~
11 ~~completes the minimum graduation requirements. Nothing in this~~
12 ~~subsection (4)(c)(III)(B) limits the right to a free appropriate public~~
13 ~~education for a student as provided by the federal "Individuals with~~
14 ~~Disabilities Education Act", 20 U.S.C. sec. 1400 et seq., as amended; the~~
15 ~~"Exceptional Children's Educational Act", article 20 of this title 22; or~~
16 ~~any other federal or state law or rule.~~

17 (IV) (C) ~~Beginning in the 2016-17 school year,~~ The percentages
18 of students graduating from public high schools statewide who, in the
19 school year immediately following graduation from high school, enroll in
20 a career and technical education program, community college, or
21 four-year institution of higher education. The department shall weight
22 each postsecondary enrollment option equally in determining the state's
23 level of attainment of this measure.

24 ~~(IV.5) (D) Beginning in the 2018-19 school year, or in the first~~
25 ~~school year for which data is available,~~ The percentage of students
26 graduating from public high schools statewide who, in the school year
27 immediately following graduation from high school, enlist in the military.

1 The department shall weight military enlistment equally with the
2 postsecondary enrollment options described in ~~subsection (4)(c)(IV) of~~
3 ~~this section~~ SUBSECTION (4)(a)(III)(C) OF THIS SECTION in determining the
4 state's level of attainment on the postsecondary and workforce readiness
5 indicator.

6 ~~(V) (E) Beginning in the 2020-21 school year,~~ The overall
7 percentage of students enrolled in the public high schools statewide who
8 demonstrate college and career readiness, based on the demonstration
9 options available to the students enrolled in each public high school, at
10 the higher achievement level adopted by the state board that indicates a
11 student is prepared, without needing remediation, to enroll in general
12 education core courses; AND

13 ~~(VI) (F) Beginning in the 2020-21 school year,~~ The overall
14 percentage of students enrolled in the public high schools of the state who
15 successfully complete an advanced placement course in a subject other
16 than English language arts or math and earn a score of three or higher on
17 the end-of-course advanced placement exam, the percentage of students
18 who successfully complete a concurrent enrollment course in a subject
19 other than English language arts or math and earn a grade of "B" or
20 higher in the course, and the percentage of students who successfully
21 complete an international baccalaureate course in a subject other than
22 English language arts or math and earn a score of four or higher.

23 (b) THIS SUBSECTION (4) IS REPEALED, EFFECTIVE JULY 1, 2027.

24 (4.5) BEGINNING IN THE 2027-28 SCHOOL YEAR, THE DEPARTMENT
25 SHALL DETERMINE THE LEVEL OF ATTAINMENT ON THE POSTSECONDARY
26 AND WORKFORCE READINESS INDICATOR OF EACH PUBLIC HIGH SCHOOL,
27 EACH SCHOOL DISTRICT, THE INSTITUTE, AND THE STATE AS A WHOLE BY

1 USING, AT A MINIMUM, THE FOLLOWING MEASURES:

2 (a) FOR EACH PUBLIC HIGH SCHOOL, THE DEPARTMENT SHALL
3 CALCULATE:

4 (I) THE COLLEGE AND CAREER READINESS BEFORE GRADUATION
5 SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

6 (A) THE PERCENTAGE OF STUDENTS WHO EARN TRANSFERABLE
7 COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT WITH THE
8 DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR
9 ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113 (1), OR IN ALIGNMENT
10 WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR
11 DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE
12 EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED
13 PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD;
14 SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED
15 IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN
16 INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY
17 THE STATE BOARD;

18 (B) THE PERCENTAGE OF STUDENTS WHO DEMONSTRATE LEARNING
19 THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH THE
20 WORK-BASED LEARNING QUALITY EXPECTATIONS ESTABLISHED PURSUANT
21 TO SECTION 8-83-602; AND

22 (C) THE PERCENTAGE OF STUDENTS WHO EARN A CREDENTIAL
23 THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY STANDARDS
24 FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE ANNUAL
25 COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION 24-46.3-103;

26

27 (II) THE POSTSECONDARY PROGRESSION SUB-INDICATOR, WHICH

1 INCLUDES THE FOLLOWING MEASURES:

2

3 (A) THE PERCENTAGES OF STUDENTS GRADUATING FROM THE
4 PUBLIC HIGH SCHOOL WHO, IN THE SCHOOL YEAR IMMEDIATELY
5 FOLLOWING GRADUATION FROM HIGH SCHOOL AFTER MEETING
6 GRADUATION REQUIREMENTS, ENROLL IN A CAREER AND TECHNICAL
7 EDUCATION PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF
8 HIGHER EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS
9 DEFINED IN SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH
10 POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A
11 PUBLIC HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY
12 PROGRESSION SUB-INDICATOR.

13 (B) THE PERCENTAGE OF STUDENTS GRADUATING FROM THE
14 PUBLIC HIGH SCHOOL WHO, IN THE SCHOOL YEAR IMMEDIATELY
15 FOLLOWING GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY.
16 THE DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH
17 THE POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION
18 (4.5)(a)(II)(B) OF THIS SECTION IN DETERMINING A PUBLIC HIGH SCHOOL'S
19 LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION
20 SUB-INDICATOR.

21 (C) THE PERCENTAGE OF STUDENTS ENROLLED IN A CONCURRENT
22 ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS IN THE
23 STUDENTS EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

24 (III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE
25 STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(a)(III),
26 A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS
27 DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH

1 SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT
2 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION
3 (4.5)(a)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC
4 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS
5 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE
6 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS
7 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

8 (IV) THE DROPOUT RATE SUB-INDICATOR, AS DEFINED BY THE
9 STATE BOARD BY RULE.

10 (b) FOR EACH SCHOOL DISTRICT AND THE INSTITUTE, THE
11 DEPARTMENT SHALL CALCULATE:

12 (I) THE COLLEGE AND CAREER READINESS BEFORE GRADUATION
13 SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

14 (A) THE OVERALL PERCENTAGE OF STUDENTS WHO EARN
15 TRANSFERABLE COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT
16 WITH THE DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR
17 ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113 (1), OR IN ALIGNMENT
18 WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR
19 DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE
20 EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED
21 PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD;
22 SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED
23 IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN
24 INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY
25 THE STATE BOARD;

26 (B) THE OVERALL PERCENTAGE OF STUDENTS WHO DEMONSTRATE
27 LEARNING THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH

1 THE WORK-BASED LEARNING QUALITY EXPECTATIONS ESTABLISHED
2 PURSUANT TO SECTION 8-83-602; AND

3 (C) THE OVERALL PERCENTAGE OF STUDENTS WHO EARN A
4 CREDENTIAL THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY
5 STANDARDS FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE
6 ANNUAL COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION
7 24-46.3-103; [REDACTED]

8 (II) THE POSTSECONDARY PROGRESSION SUB-INDICATOR, WHICH
9 INCLUDES THE FOLLOWING MEASURES:

10 [REDACTED]

11 (A) THE OVERALL PERCENTAGES OF STUDENTS GRADUATING FROM
12 ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH
13 SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING
14 GRADUATION FROM HIGH SCHOOL AFTER MEETING GRADUATION
15 REQUIREMENTS, ENROLL IN A CAREER AND TECHNICAL EDUCATION
16 PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF HIGHER
17 EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS DEFINED IN
18 SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH
19 POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A
20 DISTRICT PUBLIC HIGH SCHOOL'S OR AN INSTITUTE CHARTER HIGH
21 SCHOOL'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION
22 SUB-INDICATOR.

23 (B) THE OVERALL PERCENTAGE OF STUDENTS GRADUATING FROM
24 ALL DISTRICT PUBLIC HIGH SCHOOLS OR ALL INSTITUTE CHARTER HIGH
25 SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING
26 GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY. THE
27 DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH THE

1 POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION
2 (4.5)(b)(II)(B) OF THIS SECTION IN DETERMINING A PUBLIC HIGH SCHOOL'S
3 OR AN INSTITUTE CHARTER HIGH SCHOOL'S LEVEL OF ATTAINMENT ON THE
4 POSTSECONDARY PROGRESSION SUB-INDICATOR.

5 (C) THE OVERALL PERCENTAGE OF STUDENTS ENROLLED IN A
6 CONCURRENT ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS
7 IN THE STUDENTS EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

8 (III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE
9 STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(b)(III),
10 A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS
11 DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH
12 SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT
13 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION
14 (4.5)(b)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC
15 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS
16 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE
17 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS
18 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

19 (IV) THE DROPOUT RATE SUB-INDICATOR, AS DEFINED BY THE
20 STATE BOARD BY RULE.

21 (c) FOR THE STATE, THE DEPARTMENT SHALL CALCULATE:

22 (I) THE COLLEGE AND CAREER READINESS BEFORE GRADUATION
23 SUB-INDICATOR, WHICH INCLUDES THE FOLLOWING MEASURES:

24 (A) THE PERCENTAGE OF STUDENTS WHO EARN TRANSFERABLE
25 COLLEGE CREDITS WHILE IN HIGH SCHOOL, IN ALIGNMENT WITH THE
26 DEPARTMENT OF HIGHER EDUCATION'S RECOMMENDATIONS FOR
27 ADMISSIONS, AS ESTABLISHED IN SECTION 23-1-113 (1), OR IN ALIGNMENT

1 WITH PUBLIC COMMUNITY AND TECHNICAL COLLEGE CERTIFICATE OR
2 DEGREE REQUIREMENTS, THROUGH MEASURES WHICH MAY INCLUDE
3 EARNING A SUFFICIENT SCORE ON AN END-OF-COURSE ADVANCED
4 PLACEMENT EXAM, AS DETERMINED IN RULE BY THE STATE BOARD;
5 SUCCESSFULLY COMPLETING A POSTSECONDARY COURSE, AS DETERMINED
6 IN RULE BY THE STATE BOARD; OR EARNING A SUFFICIENT SCORE ON AN
7 INTERNATIONAL BACCALAUREATE COURSE, AS DETERMINED IN RULE BY
8 THE STATE BOARD;

9 (B) THE PERCENTAGE OF STUDENTS WHO DEMONSTRATE LEARNING
10 THROUGH WORK AND LEARNING AT WORK CONSISTENT WITH THE
11 WORK-BASED LEARNING QUALITY EXPECTATIONS ESTABLISHED PURSUANT
12 TO SECTION 8-83-602; AND

13 (C) THE PERCENTAGE OF STUDENTS WHO EARN A CREDENTIAL
14 THAT MEETS THE REQUIREMENTS OUTLINED IN THE QUALITY STANDARDS
15 FRAMEWORK CREATED IN SECTION 23-5-145.6 (2) AND THE ANNUAL
16 COLORADO TALENT PIPELINE REPORT DESCRIBED IN SECTION 24-46.3-103;

17

18 (II) THE POSTSECONDARY PROGRESSION SUB-INDICATOR, WHICH
19 INCLUDES THE FOLLOWING MEASURES:

20

21 (D) THE PERCENTAGES OF STUDENTS GRADUATING FROM PUBLIC
22 HIGH SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING
23 GRADUATION FROM HIGH SCHOOL AFTER MEETING GRADUATION
24 REQUIREMENTS, ENROLL IN A CAREER AND TECHNICAL EDUCATION
25 PROGRAM, COMMUNITY COLLEGE, FOUR-YEAR INSTITUTION OF HIGHER
26 EDUCATION, OR REGISTERED APPRENTICESHIP PROGRAM, AS DEFINED IN
27 SECTION 8-15.7-101. THE DEPARTMENT SHALL WEIGHT EACH

1 POSTSECONDARY ENROLLMENT OPTION EQUALLY IN DETERMINING A
2 STATE'S LEVEL OF ATTAINMENT ON THE POSTSECONDARY PROGRESSION
3 SUB-INDICATOR.

4 (E) THE PERCENTAGE OF STUDENTS GRADUATING FROM PUBLIC
5 HIGH SCHOOLS WHO, IN THE SCHOOL YEAR IMMEDIATELY FOLLOWING
6 GRADUATION FROM HIGH SCHOOL, ENLIST IN THE MILITARY. THE
7 DEPARTMENT SHALL WEIGHT MILITARY ENLISTMENT EQUALLY WITH THE
8 POSTSECONDARY ENROLLMENT OPTIONS DESCRIBED IN SUBSECTION
9 (4.5)(c)(II)(B) OF THIS SECTION IN DETERMINING THE STATE'S LEVEL OF
10 ATTAINMENT ON THE POSTSECONDARY PROGRESSION SUB-INDICATOR.

11 (F) THE PERCENTAGE OF STUDENTS ENROLLED IN A CONCURRENT
12 ENROLLMENT OR EARLY COLLEGE PROGRAM THAT RESULTS IN STUDENTS
13 EARNING TWELVE COLLEGE CREDITS OR A DEGREE.

14 (III) THE GRADUATION RATE SUB-INDICATOR, AS DEFINED BY THE
15 STATE BOARD BY RULE. FOR PURPOSES OF THIS SUBSECTION (4.5)(c)(III),
16 A STUDENT WHO IS ENROLLED IN SPECIAL EDUCATION SERVICES, AS
17 DEFINED IN SECTION 22-20-103, MUST BE COUNTED IN THE PUBLIC HIGH
18 SCHOOL'S GRADUATION RATE IN THE SCHOOL YEAR IN WHICH THE STUDENT
19 COMPLETES THE MINIMUM GRADUATION REQUIREMENTS. THIS SUBSECTION
20 (4.5)(c)(III) DOES NOT LIMIT THE RIGHT TO A FREE APPROPRIATE PUBLIC
21 EDUCATION FOR A STUDENT AS PROVIDED BY THE FEDERAL "INDIVIDUALS
22 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ.; THE
23 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS
24 TITLE 22; OR ANY OTHER FEDERAL OR STATE LAW OR RULE.

25 (IV) THE OVERALL DROPOUT RATES, AS DEFINED BY THE STATE
26 BOARD BY RULE.

27 (d) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL,

1 IN COLLABORATION WITH THE TECHNICAL ADVISORY PANEL, REPORT ON
2 THE METRICS OF THE POSTSECONDARY AND WORKFORCE READINESS
3 INDICATOR DESCRIBED IN THIS SUBSECTION (4.5) TO THE EDUCATION
4 COMMITTEES OF THE SENATE, AND THE HOUSE OF REPRESENTATIVES, OR
5 THEIR SUCCESSOR COMMITTEES.

6 (5) In measuring the performance of a public school, a school
7 district, the institute, or the state on each of the performance indicators,
8 the department shall CALCULATE THE MEASURES FOR EACH PERFORMANCE
9 INDICATOR BY COMBINED STUDENT GROUP SO STUDENT GROUPS ARE
10 COUNTED ONLY ONCE. THE DEPARTMENT SHALL disaggregate the
11 measures for each indicator by student group FOR REPORTING PURPOSES
12 PURSUANT TO SUBSECTION (7)(a) OF THIS SECTION. The department shall
13 separately account for the performance of each COMBINED student group
14 in determining the overall performance on a performance indicator by a
15 public school, a school district, the institute, or the state. IN DETERMINING
16 THE OVERALL PERFORMANCE ON A PERFORMANCE INDICATOR, THE
17 DEPARTMENT SHALL ENSURE THAT EACH STUDENT IS COUNTED ONCE EVEN
18 IF THE STUDENT BELONGS TO MULTIPLE STUDENT GROUPS.

19 **SECTION 6.** In Colorado Revised Statutes, 22-11-207, **amend**
20 (1) introductory portion, (2) introductory portion, (2)(a), (4)(a), and (5);
21 and **add** (2.5)(c) as follows:

22 **22-11-207. Accreditation categories - criteria - rules.** (1) The
23 state board shall ~~promulgate~~ ADOPT rules to establish accreditation
24 categories that ~~shall~~ include, but ~~need~~ ARE not ~~be~~ limited to:

25 (2) The state board shall ~~promulgate~~ ADOPT rules establishing
26 objective, measurable criteria that the department shall apply in
27 determining the appropriate accreditation category for each school district

1 and the institute, placing the greatest emphasis on attainment of the
2 performance indicators. At a minimum, the rules must take into
3 consideration:

4 (a) A school district's or the institute's level of attainment of the
5 statewide targets on the performance indicators, INCLUDING
6 SUCCESSFULLY COMPLETING THE FOLLOWING TO EARN AN ACCREDITED
7 WITH DISTINCTION PLAN:

8 (I) SUCCESSFULLY MEETING THE ACCREDITED WITH DISTINCTION
9 PLAN THRESHOLDS ON THE DISTRICT PERFORMANCE FRAMEWORKS OR THE
10 INSTITUTE PERFORMANCE FRAMEWORKS;

11 (II) REPORTING THAT AT LEAST SEVENTY-FIVE PERCENT OF
12 STUDENTS PARTICIPATE IN AND COMPLETE STATE ASSESSMENTS;

13 (III) REPORTING THAT ALL STUDENT GROUPS ARE AT LEAST
14 MEETING EXPECTATIONS FOR ACADEMIC GROWTH;

15 (IV) REPORTING THAT NO INDIVIDUAL STUDENT GROUP HAS
16 RECEIVED A "DOES NOT MEET EXPECTATION" RATING FOR ACADEMIC
17 GROWTH; AND

18 (V) REPORTING THAT ALL STUDENT GROUPS ARE AT LEAST
19 APPROACHING PERFORMANCE EXPECTATIONS FOR ACADEMIC
20 ACHIEVEMENT.

21 (2.5) (c) WHEN THE DEPARTMENT NOTIFIES A SCHOOL DISTRICT
22 AND THE INSTITUTE OF ITS INITIAL ACCREDITATION ASSIGNMENT AND
23 FINAL ACCREDITATION CATEGORY PURSUANT TO SUBSECTIONS (2.5)(a)
24 AND (2.5)(b) OF THIS SECTION, THE DEPARTMENT SHALL NOTIFY THE
25 SCHOOL DISTRICT OR INSTITUTE IF IT DID NOT RECEIVE AN ACCREDITED
26 WITH DISTINCTION PLAN AS A RESULT OF LOW STUDENT PARTICIPATION IN
27 STATE ASSESSMENTS. A SMALL RURAL DISTRICT, AS DEFINED IN SECTION

1 22-54-103, MAY APPEAL TO THE STATE BOARD TO GAIN AN ACCREDITED
2 WITH DISTINCTION PLAN ONLY IF THE SMALL RURAL DISTRICT IS NOTIFIED
3 PURSUANT TO THIS SUBSECTION (2.5)(c) AND THE SMALL RURAL DISTRICT'S
4 ONLY INFRACTION IS NOT MEETING THE SEVENTY-FIVE PERCENT
5 THRESHOLD DESCRIBED IN SUBSECTION (2)(a)(II) OF THIS SECTION.

6 (4) (a) ~~Beginning with the 2018-19 school year,~~ If a school district
7 or the institute performs at a level that results in being accredited with
8 priority improvement plan or lower for two consecutive years followed
9 by three consecutive or nonconsecutive years, resulting in a total of five
10 years of performance at such a level, THE SCHOOL DISTRICT OR THE
11 INSTITUTE SHALL SUBMIT A PATHWAY PLAN TO THE STATE BOARD FOR
12 APPROVAL AND the state board shall require the school district or institute
13 to take significant action as provided in section 22-11-209; except that,
14 before the five years have accumulated, if the school district or institute
15 performs for at least two consecutive years at a level that results in being
16 accredited with improvement plan or higher, the five years stop
17 accumulating unless the school district or institute again performs at a
18 level that results in being accredited with priority improvement plan or
19 lower for two consecutive years, at which time the school district or
20 institute is again in the first two of the five years. For the time during
21 which the five years of performance are accumulating, a school district
22 or the institute is on performance watch. THE DEPARTMENT SHALL
23 MONITOR PROGRESS ON THE IMPLEMENTATION OF THE ACTIONS ORDERED
24 BY THE STATE BOARD PURSUANT TO SECTION 22-11-209. THE
25 DEPARTMENT SHALL PROVIDE PERIODIC UPDATES TO THE STATE BOARD.

26 (5) Notwithstanding ~~any provision of~~ subsection (4)(a) of this
27 section or section 22-11-209 (2)(a) to the contrary, at the request of a

1 school district, in consultation with the district accountability committee,
2 or the institute, THE SCHOOL DISTRICT OR THE INSTITUTE MAY
3 VOLUNTARILY REQUEST, IN THE THIRD OR FOUR YEAR OF PERFORMANCE
4 WATCH, TO PROCEED WITH A SIGNIFICANT ACTION DESCRIBED IN SECTION
5 22-11-209 (2)(a) THAT IS NOT OTHERWISE REQUIRED BY LAW. THE SCHOOL
6 DISTRICT OR THE INSTITUTE SHALL DESIGN A PATHWAY PLAN AND PRESENT
7 THE PATHWAY PLAN TO THE STATE BOARD FOR APPROVAL. The state board
8 may direct the school district or institute to take significant actions as
9 provided in section 22-11-209 even though the school district or institute
10 has not completed the five years of performance watch. If the state board
11 requires the school district or institute to take significant actions, the
12 school district or institute is subject to the provisions of section 22-11-209
13 (3.5). WHEN THE SCHOOL DISTRICT OR THE INSTITUTE VOLUNTARILY
14 REQUESTS TO PROCEED WITH A SIGNIFICANT ACTION IN THE THIRD OR
15 FOURTH YEAR OF PERFORMANCE WATCH, THE STATE BOARD IS LIMITED TO
16 DIRECTING THE SIGNIFICANT ACTION FROM THE LIST SET FORTH IN SECTION
17 22-11-209 (2)(a) THAT IS PROPOSED BY THE SCHOOL DISTRICT OR THE
18 INSTITUTE.

19 **SECTION 7.** In Colorado Revised Statutes, 22-11-208, **amend**
20 (2) introductory portion, (2.5), and (3) introductory portion; and **add**
21 (2.3), (4), and (5) as follows:

22 **22-11-208. Accreditation - annual review - supports and**
23 **interventions - rules.** (2) The department shall provide technical
24 assistance and support to ~~school districts that are~~ A SCHOOL DISTRICT OR
25 THE INSTITUTE IF THE SCHOOL DISTRICT OR THE INSTITUTE IS accredited
26 with improvement plan, accredited with priority improvement plan, or
27 accredited with turnaround plan, ~~and to the institute if it is accredited at~~

1 ~~any of those categories~~ OR MEETS CRITERIA THE DEPARTMENT IDENTIFIES
2 THAT INDICATES THE SCHOOL DISTRICT'S OR THE INSTITUTE'S
3 PERFORMANCE IS DECLINING. The department shall base the amount of
4 technical assistance and support provided to a school district or the
5 institute on the school district's or institute's degree of need for assistance
6 and the department's available resources. Technical assistance and
7 support may include, but need not be limited to:

8 (2.3) IF A SCHOOL DISTRICT OR THE INSTITUTE MEETS THE CRITERIA
9 DESCRIBED IN SUBSECTION (2) OF THIS SECTION, THE DEPARTMENT MAY
10 REQUIRE THE SCHOOL DISTRICT OR THE INSTITUTE TO PARTICIPATE IN AN
11 EVALUATION THAT IS CONDUCTED BY:

12 (a) THE DEPARTMENT;

13 (b) A THIRD PARTY APPROVED BY THE DEPARTMENT; OR

14 (c) THE SCHOOL DISTRICT OR THE INSTITUTE USING A
15 SELF-ASSESSMENT TOOL APPROVED BY THE DEPARTMENT.

16 (2.5) (a) In addition to the technical assistance and support
17 described in subsection (2) of this section, the department shall make
18 available to the directors of the local school board of a school district that
19 is accredited with improvement plan or lower, or that includes a public
20 school that is required to adopt a priority improvement or turnaround
21 plan, training in school district and public school governance and
22 turnaround best practices. The department shall also make available
23 informational materials and training opportunities for parents, school
24 personnel, and members of the affected district accountability committee
25 and school accountability committee.

26 (b) THE DEPARTMENT SHALL, IN COLLABORATION WITH RELEVANT
27 ORGANIZATIONS THAT WORK WITH LOCAL SCHOOL BOARDS AND THE

1 INSTITUTE BOARD, PROVIDE GUIDANCE TO EACH LOCAL SCHOOL BOARD
2 AND THE INSTITUTE BOARD ON HOW TO REVIEW AND MONITOR THE
3 IMPLEMENTATION OF ACCREDITATION PLANS TO CREATE CONSISTENCY
4 WITH THE IMPLEMENTATION OF STATEWIDE IMPROVEMENT PLANS.

5 (3) The commissioner may assign the state review panel to
6 critically evaluate a school district's priority improvement plan, ~~or~~
7 turnaround plan, OR PATHWAY PLAN, or the institute's priority
8 improvement plan, ~~or~~ turnaround plan, OR PATHWAY PLAN. The
9 commissioner may require the state review panel to conduct one or more
10 on-site visits as part of evaluating a school district's or the institute's
11 priority improvement, ~~or~~ turnaround plan, OR PATHWAY PLAN. Based on
12 its evaluation, the state review panel shall report to the commissioner, the
13 state board, and the affected local school board or institute board
14 recommendations concerning:

15 (4) THE DEPARTMENT SHALL OFFER ONGOING SUPPORT AND
16 FEEDBACK TO A SCHOOL DISTRICT OR THE INSTITUTE DURING YEAR TWO OF
17 THE TWO CONSECUTIVE YEARS OF A PRIORITY IMPROVEMENT OR
18 TURNAROUND PLAN.

19

20 (5)(a) If A SCHOOL DISTRICT OR THE INSTITUTE HAS LOW STUDENT
21 PARTICIPATION IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY
22 OF "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE SCHOOL
23 DISTRICT OR THE INSTITUTE SHALL CREATE A CORRECTIVE ACTION PLAN
24 AND SUBMIT IT TO THE DEPARTMENT. WHEN CREATING THE CORRECTIVE
25 ACTION PLAN, THE SCHOOL DISTRICT OR THE INSTITUTE SHALL CONSIDER:

26 (I) EDUCATING PARENTS AND GUARDIANS ON THE IMPORTANCE OF
27 STUDENT PARTICIPATION IN STATE ASSESSMENTS;

1 (II) EXPLAINING TO PARENTS AND GUARDIANS THE EFFECTS OF
2 LOW RATES OF PARTICIPATION IN STATE ASSESSMENTS;

3 (III) COMMUNICATING TO PUBLIC SCHOOL STAFF TO ENCOURAGE
4 PARENTS AND STUDENTS TO OPT IN TO STATE ASSESSMENTS; AND

5 (IV) COMMUNICATING WITH ORGANIZATIONS THAT ADVOCATE FOR
6 STATE ASSESSMENT OPT-OUTS TO ENSURE THE ORGANIZATIONS HAVE
7 INFORMATION ON THE IMPORTANCE OF STATE ASSESSMENTS.

8 (b) IF A SCHOOL DISTRICT OR INSTITUTE RECEIVES A CATEGORY OF
9 "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION" IN THE STATE
10 ASSESSMENT FOR THREE CONSECUTIVE YEARS, THE SCHOOL DISTRICT OR
11 INSTITUTE SHALL PRESENT ITS CORRECTIVE ACTION PLAN AS DESCRIBED IN
12 SUBSECTION (5)(a) OF THIS SECTION TO THE STATE BOARD.

13 (c) FOR THE 2025-26 AND THE 2026-27 SCHOOL YEARS, ONLINE
14 SCHOOLS, AS DEFINED IN SECTION 22-30.7-102, ARE NOT SUBJECT TO THIS
15 SUBSECTION (5).

16 **SECTION 8.** In Colorado Revised Statutes, 22-11-209, **amend**
17 (2)(a)(I)(E), (2)(a)(II)(B), (2)(a)(II)(C), and (3.5)(a); and **add** (2)(a)(I)(G),
18 (2)(a)(II)(D), (5), and (6) as follows:

19 **22-11-209. Removal of accreditation - recommended actions**
20 **- review - appeal - rules.** (2) (a) If a school district or the institute is
21 accredited with a turnaround plan and the department determines that the
22 school district or institute has failed to make substantial progress under
23 its turnaround plan, or if the school district or institute has been on
24 performance watch for the full five years, the commissioner shall assign
25 the state review panel to critically evaluate the school district's or the
26 institute's performance and to recommend one or more of the following
27 actions:

1 (I) If the recommendation applies to a school district:

2 (E) That one or more of the district public schools be closed; or

3 (G) THAT THE SCHOOL DISTRICT TAKE OTHER ACTIONS, AS

4 PROPOSED BY THE SCHOOL DISTRICT, THAT ARE COMPARABLE TO OR THAT

5 HAVE A MORE SIGNIFICANT EFFECT THAN THE ACTIONS DESCRIBED IN

6 SUBSECTIONS (2)(a)(I)(A) TO (2)(a)(I)(F) OF THIS SECTION AND THAT ARE

7 ALIGNED TO THE PATHWAY PLAN AND DESIGNED TO SUPPORT THE

8 IMPLEMENTATION OF THE PATHWAY PLAN. ACTIONS INCLUDE, BUT ARE

9 NOT LIMITED TO, CONTRACTING WITH EXTERNAL SUPPORT PARTNERS,

10 USING CONTRACTORS OR RESOURCES PROVIDED BY THE DEPARTMENT,

11 ENGAGING IN CROSS-DISTRICT PROGRESS MONITORING, OR

12 COMPREHENSIVE SCHOOL REDESIGN.

13 (II) If the recommendation applies to the institute:

14 (B) That a public or private entity take over management of the

15 institute or management of one or more of the institute charter schools;

16 or

17 (C) That one or more of the institute charter schools be closed; OR

18 (D) THAT THE INSTITUTE TAKE OTHER ACTIONS, AS PROPOSED BY

19 THE INSTITUTE, THAT ARE COMPARABLE TO OR THAT HAVE A MORE

20 SIGNIFICANT EFFECT THAN THE ACTIONS DESCRIBED IN SUBSECTIONS

21 (2)(a)(II)(A) TO (2)(a)(II)(C) OF THIS SECTION AND THAT ARE ALIGNED TO

22 THE PATHWAY PLAN AND DESIGNED TO SUPPORT THE IMPLEMENTATION OF

23 THE PATHWAY PLAN. ACTIONS INCLUDE, BUT ARE NOT LIMITED TO,

24 CONTRACTING WITH EXTERNAL SUPPORT PARTNERS, USING CONTRACTORS

25 OR RESOURCES PROVIDED BY THE DEPARTMENT, ENGAGING IN

26 CROSS-DISTRICT PROGRESS MONITORING, OR COMPREHENSIVE SCHOOL

27 REDESIGN.

1 (3.5) (a) So long as a school district or the institute performs at a
2 level that results in being accredited with priority improvement plan or
3 lower, after the state board initially directs the school district or institute
4 to take action as described in subsections (2) and (3) of this section, the
5 commissioner may in any year, but shall every two years, assign the state
6 review panel to critically evaluate the school district's or the institute's
7 performance and recommend one or more of the actions described in
8 subsection (2)(a) of this section. In evaluating the school district's or
9 institute's PATHWAY PLAN AND performance and recommending actions,
10 the state review panel shall consider the criteria specified in subsection
11 (2)(b) of this section. The state board shall consider the recommendations
12 of the state review panel, the actions that the school district or institute
13 was previously directed to take, the fidelity with which the district or
14 institute has implemented the directed actions AND THE PATHWAY PLAN,
15 and whether the amount of time that the school district or institute has had
16 to implement the actions is reasonably sufficient to achieve results. The
17 state board shall either require the school district or institute to continue
18 the previously directed actions or direct the school district or institute to
19 undertake additional or different actions as provided in subsections (2)
20 and (3) of this section.

21 (5) A PUBLIC OR PRIVATE ENTITY THAT SERVES AS AN EXTERNAL
22 SUPPORT PARTNER FOR A SCHOOL DISTRICT OR THE INSTITUTE, AS
23 DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION, IS SUBJECT TO THE
24 PROVISIONS OF THE "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE
25 72 OF TITLE 24; EXCEPT THAT THE PUBLIC OR PRIVATE ENTITY SHALL
26 COMPLY WITH THE FEDERAL "FAMILY EDUCATIONAL RIGHTS AND
27 PRIVACY ACT OF 1974", 20 U.S.C. SEC. 1232g, AND ANY OTHER FEDERAL

1 OR STATE PRIVACY LAWS.

2 (6) (a) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT
3 SHALL CONDUCT AN EVALUATION OF:

4 (I) THE ESSENTIAL COMPONENTS THAT MUST BE IN PLACE FOR
5 EXTERNAL MANAGEMENT PARTNERS TO BE SUCCESSFUL;

6 (II) THE EFFECT EXTERNAL MANAGEMENT PARTNERS HAVE HAD ON
7 A SCHOOL DISTRICT'S OR THE INSTITUTE'S PERFORMANCE INDICATORS, AS
8 DESCRIBED IN SECTION 22-11-204 (1)(a);

9 (III) THE SUCCESSFUL EXTERNAL MANAGEMENT ARRANGEMENTS
10 AND THE CONDITIONS AND PROCESSES THAT LED TO SUCCESSFUL
11 OUTCOMES, WHICH MUST INCLUDE FEEDBACK FROM STAKEHOLDERS,
12 INCLUDING EDUCATORS AND PARENTS. THE EVALUATION MUST INCLUDE
13 AN ANALYSIS OF EDUCATOR RETENTION AND FEEDBACK.

14 (IV) THE DEPARTMENT'S MANAGEMENT OF THE EXTERNAL
15 MANAGEMENT PARTNER PROCESS.

16 (b) THE DEPARTMENT SHALL CREATE A LIST OF QUALIFIED STATE
17 EXTERNAL MANAGEMENT PARTNERS AND A MODEL CONTRACT
18 AGREEMENT TO SUPPORT A SCHOOL DISTRICT OR THE INSTITUTE IN
19 ACCESSING EXTERNAL MANAGEMENT PARTNERS.

20

21 **SECTION 9.** In Colorado Revised Statutes, 22-11-210, **amend**
22 (1)(d)(I), (1)(d.5), (4) introductory portion, (5)(a) introductory portion,
23 (5)(a)(V), (5)(b), (5)(d), and (5.5)(a); and **add** (5)(a)(VII), (7), (8), (9),
24 and (10) as follows:

25 **22-11-210. Public schools - annual review - plans - supports**
26 **and interventions - rules.** (1) (d) (I) ~~Beginning with the 2018-19 school~~
27 ~~year,~~ If a public school performs at a level that results in being required

1 to adopt a priority improvement or turnaround plan for two consecutive
2 years followed by three consecutive or nonconsecutive years, resulting in
3 a total of five years of performance at such a level, the state board shall
4 REVIEW THE PUBLIC SCHOOL'S PATHWAY PLAN AND require the school
5 district, for a public school of the school district, or the institute, for an
6 institute charter school, to take one of the actions described in subsection
7 (5)(a) of this section AND IMPLEMENT THE PATHWAY PLAN; except that, if,
8 before the five years have accumulated, the public school performs for at
9 least two consecutive years at a level that results in the public school
10 being required to adopt an improvement or performance plan, the five
11 years stop accumulating unless the public school again performs at a level
12 that results in being required to adopt a priority improvement or
13 turnaround plan for two consecutive years, at which time the public
14 school is again in the first two of the five years. For the time during which
15 the five years of performance are accumulating, a public school is on
16 performance watch.

17 (d.5) Notwithstanding ~~any provision of~~ subsection (1)(d)(I) of this
18 section to the contrary, at the request of the school district, in consultation
19 with the affected school accountability committee and, in the case of a
20 district charter school, with the consent of the governing board of the
21 district charter school, or the institute, with the consent of the governing
22 board, and in consultation with the school accountability committee, of
23 the affected institute charter school, THE PUBLIC SCHOOL MAY
24 VOLUNTARILY REQUEST, IN THE THIRD OR FOURTH YEAR OF PERFORMANCE
25 WATCH, TO PROCEED WITH A SIGNIFICANT ACTION AS DESCRIBED IN
26 SUBSECTION (5)(a) OF THIS SECTION THAT IS NOT OTHERWISE REQUIRED BY
27 LAW. THE PUBLIC SCHOOL SHALL DESIGN A PATHWAY PLAN TO PRESENT TO

1 THE STATE BOARD FOR APPROVAL, AND the state board may direct the
2 school district, for a public school of the school district, or the institute,
3 for an institute charter school, to take one of the actions described in
4 subsection (5)(a) of this section even though the public school has not
5 completed the five years of performance watch. If the state board requires
6 the school district or institute to take one of the actions described in
7 subsection (5)(a) of this section, the public school is subject to the
8 provisions of subsection (5.5) of this section. WHEN THE PUBLIC SCHOOL
9 VOLUNTARILY REQUESTS TO PROCEED WITH A SIGNIFICANT ACTION IN THE
10 THIRD OR FOURTH YEAR OF PERFORMANCE WATCH, THE STATE BOARD IS
11 LIMITED TO DIRECTING THE SIGNIFICANT ACTION FROM THE LIST SET FORTH
12 IN SUBSECTION (5)(a) OF THIS SECTION THAT IS PROPOSED BY THE PUBLIC
13 SCHOOL.

14 (4) The commissioner may assign the state review panel to
15 critically evaluate a public school's priority improvement, ~~or~~ turnaround
16 plan, OR PATHWAY PLAN. The commissioner may require the state review
17 panel to conduct one or more on-site visits as part of evaluating a public
18 school's plan. Based on its evaluation, the state review panel shall report
19 to the commissioner, the state board, and the local school board or the
20 institute recommendations concerning:

21 (5) (a) If a public school fails to make adequate progress under its
22 turnaround plan or continues on performance watch for the full five years,
23 the commissioner shall assign the state review panel to critically evaluate
24 the public school's performance AND THE PUBLIC SCHOOL'S PATHWAY
25 PLAN, which evaluation must include at least one on-site visit to the
26 public school. Upon completing the evaluation, the state review panel
27 shall MAKE RECOMMENDATIONS ON THE PATHWAY PLAN AND TO

1 determine whether to recommend:

2 (V) That the public school be closed or, with regard to a district
3 charter school or an institute charter school, that the public school's
4 charter be revoked; or

5 (VII) OTHER ACTIONS THAT ARE COMPARABLE TO OR THAT HAVE
6 A MORE SIGNIFICANT EFFECT THAN THE ACTIONS DESCRIBED IN
7 SUBSECTIONS (5)(a)(I) TO (5)(a)(V) OF THIS SECTION THAT THE PUBLIC
8 SCHOOL PROPOSES AND THAT ARE ALIGNED WITH THE PATHWAY PLAN AND
9 DESIGNED TO SUPPORT THE IMPLEMENTATION OF THE PATHWAY PLAN.
10 ACTIONS MAY INCLUDE, BUT ARE NOT LIMITED TO, COMPREHENSIVE
11 SCHOOL REDESIGN, CONTRACTING WITH EXTERNAL SUPPORT PARTNERS, OR
12 USING CONTRACTORS OR RESOURCES PROVIDED BY THE DEPARTMENT.

13 (b) The state review panel shall present its recommendations to
14 the commissioner and to the state board. Taking the recommendations
15 into account, the state board shall determine which of the actions
16 described in ~~paragraph (a) of this subsection (5)~~ SUBSECTION (5)(a) OF
17 THIS SECTION the local school board for a district public school or the
18 institute for an institute charter school shall take regarding the public
19 school and direct the local school board or institute accordingly. THE
20 DEPARTMENT SHALL MONITOR PROGRESS OF THE IMPLEMENTATION OF THE
21 ACTIONS AND PROVIDE PERIODIC UPDATES TO THE STATE BOARD.

22 (d) The priority improvement or turnaround plan that a public
23 school adopts for the fourth year in which the public school is on
24 performance watch must include a general explanation for how the school
25 district, for a district public school, or the institute, for an institute charter
26 school, may put into effect each of the actions described in subsection
27 (5)(a) of this section as they pertain to a district public school, district

1 charter school, or institute charter school. WHEN A PUBLIC SCHOOL
2 PROCEEDS WITH A SIGNIFICANT STATE BOARD ACTION, AS DESCRIBED IN
3 SUBSECTION (5)(a) OF THIS SECTION, ENTERS THE FIFTH YEAR IN WHICH
4 THE PUBLIC SCHOOL IS ON PERFORMANCE WATCH, OR RETURNS TO THE
5 STATE BOARD FOR A HEARING BASED ON A PRIOR ORDER OF THE STATE
6 BOARD, THE PUBLIC SCHOOL MUST DEVELOP A PATHWAY PLAN NO LATER
7 THAN THE FIFTH YEAR IN WHICH THE PUBLIC SCHOOL IS ON PERFORMANCE
8 WATCH.

9 (5.5) (a) So long as a public school performs at a level that results
10 in being required to implement a priority improvement or turnaround
11 plan, after the state board initially directs the local school board or
12 institute board to take action as provided in subsection (5)(b) of this
13 section, the commissioner may in any year, but shall every two years,
14 assign the state review panel to critically evaluate the public school's
15 PATHWAY PLAN AND performance and recommend one or more of the
16 actions described in subsection (5)(a) of this section. In evaluating the
17 public school's performance and recommending actions, the state review
18 panel shall consider the criteria specified in subsection (4) of this section.
19 The state board shall consider the recommendations of the state review
20 panel, the actions that the local school board or institute board was
21 previously directed to take with regard to the public school, the fidelity
22 with which the school district or institute and the public school have
23 implemented the directed actions AND THE PATHWAY PLAN, and whether
24 the amount of time that the school district or institute and the public
25 school have had to implement the actions is reasonably sufficient to
26 achieve results. The state board shall either require the local school board
27 or institute board to continue the previously directed actions or direct the

1 local school board or institute board to undertake additional or different
2 actions as provided in subsection (5)(b) of this section.

3 (7) A PUBLIC OR PRIVATE ENTITY THAT SERVES AS AN EXTERNAL
4 SUPPORT PARTNER FOR A PUBLIC SCHOOL, AS DESCRIBED IN SUBSECTION
5 (5)(a) OF THIS SECTION, IS SUBJECT TO THE PROVISIONS OF THE
6 "COLORADO OPEN RECORDS ACT", PART 2 OF ARTICLE 72 OF TITLE 24;
7 EXCEPT THAT THE PUBLIC OR PRIVATE ENTITY SHALL COMPLY WITH THE
8 FEDERAL "FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974", 20
9 U.S.C. SEC. 1232g, AND ANY OTHER FEDERAL OR STATE PRIVACY LAWS.

10 (8) THE DEPARTMENT SHALL DEVELOP AN EVALUATION TO
11 DETERMINE WHETHER A PUBLIC SCHOOL IS EXPERIENCING EARLY
12 INDICATORS OF DISTRESS WHEN IT IS PLACED ON A PRIORITY IMPROVEMENT
13 OR TURNAROUND PLAN. THE DEPARTMENT SHALL EVALUATE A PUBLIC
14 SCHOOL THAT IS PROGRESSING TO YEAR ONE OF THE TWO CONSECUTIVE
15 YEARS OF THE PRIORITY IMPROVEMENT OR TURNAROUND PLAN.

16 (9) THE DEPARTMENT SHALL OFFER ONGOING SUPPORT AND
17 FEEDBACK TO A PUBLIC SCHOOL DURING YEAR TWO OF THE TWO
18 CONSECUTIVE YEARS OF A PRIORITY IMPROVEMENT OR TURNAROUND
19 PLAN. A PUBLIC SCHOOL, IN CONSULTATION WITH THE SCHOOL DISTRICT
20 OR THE INSTITUTE AND THE DEPARTMENT, SHALL DEVELOP AND MANAGE
21 A COMPREHENSIVE SCHOOL IMPROVEMENT PLAN THAT ADDRESSES
22 RESOURCES, TRAINING, HIGH-QUALITY CURRICULUM AND MATERIALS,
23 POTENTIAL EXTERNAL PARTNERSHIPS, AND POTENTIAL PARTNERSHIPS
24 WITH NEIGHBORING PUBLIC SCHOOLS AND SCHOOL DISTRICTS.

25
26 (10) (a) IF A PUBLIC SCHOOL HAS A LOW STUDENT PARTICIPATION
27 RATE IN THE STATE ASSESSMENT THAT RESULTS IN A CATEGORY OF

1 "INSUFFICIENT DATA FOR LOW STUDENT PARTICIPATION", THE PUBLIC
2 SCHOOL SHALL CREATE A CORRECTIVE ACTION PLAN AND SUBMIT IT TO
3 THE LOCAL SCHOOL BOARD OR THE INSTITUTE. THE LOCAL SCHOOL BOARD
4 OR THE INSTITUTE SHALL SUBMIT THE CORRECTIVE ACTION PLAN TO THE
5 DEPARTMENT. WHEN CREATING THE CORRECTIVE ACTION PLAN, THE
6 SCHOOL DISTRICT OR THE INSTITUTE SHALL CONSIDER:

7 (I) EDUCATING THE PARENTS AND GUARDIANS ON THE
8 IMPORTANCE OF STUDENT PARTICIPATION IN STATE ASSESSMENTS;

9 (II) EXPLAINING TO PARENTS AND GUARDIANS THE EFFECTS OF
10 LOW PARTICIPATION RATES IN STATE ASSESSMENTS;

11 (III) COMMUNICATING TO PUBLIC SCHOOL STAFF TO ENCOURAGE
12 PARENTS OR STUDENTS TO OPT IN TO STATE ASSESSMENTS; AND

13 (IV) COMMUNICATING WITH ORGANIZATIONS THAT ADVOCATE FOR
14 STATE ASSESSMENT OPT-OUTS TO ENSURE THE ORGANIZATIONS HAVE
15 INFORMATION ON THE IMPORTANCE OF STATE ASSESSMENTS.

16 (b) IF A PUBLIC SCHOOL RECEIVES A CATEGORY OF "INSUFFICIENT
17 DATA FOR LOW STUDENT PARTICIPATION" IN THE STATE ASSESSMENT FOR
18 THREE CONSECUTIVE YEARS, THE PUBLIC SCHOOL SHALL PRESENT ITS
19 CORRECTIVE ACTION PLAN AS DESCRIBED IN SUBSECTION (10)(a) OF THIS
20 SECTION TO THE STATE BOARD.

21 **SECTION 10.** In Colorado Revised Statutes, **add** 22-11-212 as
22 follows:

23 **22-11-212. Department - accountability study - report.**

24 (1) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN CONSULTATION
25 WITH THE TECHNICAL ADVISORY PANEL, A COUNCIL THAT FOCUSES ON
26 RURAL EDUCATION, THE ACCOUNTABILITY WORK GROUP DESCRIBED IN
27 SECTION 22-11-202 (3), AND OTHER ADVISORY GROUPS WITH RELEVANT

1 EXPERTISE, AND MAKE RECOMMENDATIONS ON LOWERING STUDENT
2 COUNT THRESHOLDS ON ACCOUNTABILITY CALCULATIONS AND
3 REPORTING.

4 (b) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL
5 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE
6 RECOMMENDATIONS DESCRIBED IN SUBSECTION (1)(a) OF THIS SECTION TO
7 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
8 SENATE, OR THEIR SUCCESSOR COMMITTEES.

9 (2) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN
10 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, A COUNCIL THAT
11 FOCUSES ON RURAL EDUCATION, THE ACCOUNTABILITY WORK GROUP
12 DESCRIBED IN SECTION 22-11-202 (3), AND OTHER ADVISORY GROUPS WITH
13 RELEVANT EXPERTISE, AND MAKE RECOMMENDATIONS ON ADDRESSING
14 INHERENT VOLATILITY OF TEST SCORE MEASUREMENTS FOR LOCAL
15 EDUCATION PROVIDERS WITH SMALL STUDENT POPULATIONS.

16 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL
17 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE
18 RECOMMENDATIONS DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION TO
19 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
20 SENATE, OR THEIR SUCCESSOR COMMITTEES.

21 (3) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN
22 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE
23 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3), AND
24 OTHER ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE
25 RECOMMENDATIONS ON THE COLLEGE AND CAREER READINESS BEFORE
26 GRADUATION SUB-INDICATOR DESCRIBED IN SECTION 22-11-204 (4.5). As
27 ONE PORTION OF THE STUDY, THE DEPARTMENT SHALL CONSIDER

1 INCLUDING IN THE COLLEGE AND CAREER READINESS BEFORE GRADUATION
2 SUB-INDICATOR THE PERCENTAGE OF STUDENTS WHO GRADUATE WITH A
3 STEM DIPLOMA ENDORSEMENT, AS DESCRIBED IN SECTION 22-7-1009.3;
4 A DIPLOMA ENDORSEMENT IN BILITERACY, AS DESCRIBED IN SECTION
5 22-7-1009.5; OR GRADUATING WITH A SEAL OF CLIMATE LITERACY
6 DIPLOMA ENDORSEMENT, AS DESCRIBED IN SECTION 22-7-1009.7.

7 (b) ON OR BEFORE NOVEMBER 1, 2028, THE DEPARTMENT SHALL
8 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE
9 RECOMMENDATIONS DESCRIBED IN SUBSECTION (3)(a) OF THIS SECTION TO
10 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
11 SENATE, OR THEIR SUCCESSOR COMMITTEES.

12 (4) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN
13 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE
14 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3), AND
15 OTHER ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE
16 RECOMMENDATIONS ON WEIGHTING THE PERFORMANCE FRAMEWORKS
17 AND POTENTIAL ADJUSTMENTS TO THE WEIGHTS WITHIN THE
18 PERFORMANCE FRAMEWORKS DESCRIBED IN SECTION 22-11-204 (1).

19 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL
20 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE
21 RECOMMENDATIONS DESCRIBED IN SUBSECTION (4)(a) OF THIS SECTION TO
22 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
23 SENATE, OR THEIR SUCCESSOR COMMITTEES.

24 (5) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN
25 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE
26 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3), AND
27 OTHER ADVISORY GROUPS WITH RELEVANT EXPERTISE, AND MAKE

1 RECOMMENDATIONS ON SHORTENING STATEWIDE ASSESSMENTS AND
2 IMPLEMENTING ADAPTATIVE ASSESSMENT TECHNOLOGY, INCLUDING THE
3 FEASIBILITY OF ALIGNING ADAPTIVE ASSESSMENTS WITH FEDERAL
4 ACCOUNTABILITY STANDARDS.

5 (b) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL
6 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE
7 RECOMMENDATIONS DESCRIBED IN SUBSECTION (5)(a) OF THIS SECTION TO
8 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
9 SENATE, OR THEIR SUCCESSOR COMMITTEES.

10 (6) (a) THE DEPARTMENT SHALL FACILITATE A STUDY IN
11 CONSULTATION WITH THE ACCOUNTABILITY WORK GROUP DESCRIBED IN
12 SECTION 22-11-202 (3) AND OTHER ADVISORY GROUPS WITH RELEVANT
13 EXPERIENCE REGARDING DATA AND STRATEGIES FOR PUBLIC SCHOOLS,
14 SCHOOL DISTRICTS, OR THE INSTITUTE IN YEAR ONE OR YEAR TWO OF A
15 PRIORITY IMPROVEMENT OR TURNAROUND PLAN AND MAKE
16 RECOMMENDATIONS ON APPROPRIATE STATEWIDE PROFESSIONAL
17 LEARNING AND DEVELOPMENT RESOURCES PUBLIC SCHOOLS, SCHOOL
18 DISTRICTS, OR THE INSTITUTE MAY CONSIDER WHILE IMPLEMENTING THE
19 PRIORITY IMPROVEMENT OR TURNAROUND PLAN.

20 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL
21 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE
22 RECOMMENDATIONS DESCRIBED IN SUBSECTION (6)(a) OF THIS SECTION TO
23 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
24 SENATE, OR THEIR SUCCESSOR COMMITTEES.

25 (7) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN
26 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE
27 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3), AND

1 OTHER ADVISORY GROUPS WITH RELEVANT EXPERIENCE, ON PUBLIC
2 SCHOOLS OR SCHOOL DISTRICTS THAT RECEIVE, OR THE INSTITUTE IF IT
3 RECEIVES, PERFORMANCE AWARDS AND MAKE RECOMMENDATIONS ON
4 ADDITIONAL BENEFITS FOR HIGH-PERFORMING PUBLIC SCHOOLS, SCHOOL
5 DISTRICTS, OR THE INSTITUTE.

6 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL
7 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE
8 RECOMMENDATIONS DESCRIBED IN SUBSECTION (7)(a) OF THIS SECTION TO
9 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
10 SENATE, OR THEIR SUCCESSOR COMMITTEES.

11 (8) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN
12 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE
13 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3), AND
14 OTHER ADVISORY GROUPS WITH RELEVANT EXPERIENCE, AND MAKE
15 RECOMMENDATIONS ON WHAT EXPANSIONS TO THE STATE REVIEW PANEL
16 CREATED IN SECTION 22-11-205 ARE APPROPRIATE.

17 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL
18 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE
19 RECOMMENDATIONS DESCRIBED IN SUBSECTION (8)(a) OF THIS SECTION TO
20 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
21 SENATE, OR THEIR SUCCESSOR COMMITTEES.

22 (9) (a) THE DEPARTMENT SHALL FACILITATE A STUDY, IN
23 CONSULTATION WITH THE TECHNICAL ADVISORY PANEL, THE
24 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3), AND
25 OTHER ADVISORY GROUPS WITH RELEVANT EXPERIENCE, AND MAKE
26 RECOMMENDATIONS ON HOW TO ALIGN THE ACCREDITATION SYSTEM AND
27 INCREASE EQUITABLE ACCESS TO STATE ASSESSMENTS. AS ONE PORTION

1 OF THE STUDY, THE DEPARTMENT SHALL CONSIDER THE POSSIBILITY OF
2 INCLUDING STUDENTS WITH DISABILITIES WHO ARE WORKING TOWARD
3 EXTENDED EVIDENCE OUTCOMES AND WHO RECEIVE A CERTIFICATION OF
4 COMPLETION IN THE GRADUATION STUDENT COUNT DESCRIBED IN SECTION
5 22-11-204 (4.5).

6 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL
7 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND THE
8 RECOMMENDATIONS DESCRIBED IN SUBSECTION (9)(a) OF THIS SECTION TO
9 THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
10 SENATE, OR THEIR SUCCESSOR COMMITTEES.

11 (10) (a) THE DEPARTMENT SHALL FACILITATE A STAKEHOLDER
12 ENGAGEMENT PROCESS, IN CONSULTATION WITH THE ACCOUNTABILITY
13 WORK GROUP DESCRIBED IN SECTION 22-11-202 (3) AND OTHER ADVISORY
14 GROUPS WITH RELEVANT EXPERIENCE, AND MAKE RECOMMENDATIONS ON
15 ACCREDITATION CATEGORY LABEL RATINGS.

16 (b) ON OR BEFORE NOVEMBER 1, 2027, THE DEPARTMENT SHALL
17 SUBMIT A REPORT ON THE RESULTS OF THE STUDY AND
18 RECOMMENDATIONS DESCRIBED IN SUBSECTION (10)(a) OF THIS SECTION
19 TO THE EDUCATION COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND
20 SENATE, OR THEIR SUCCESSOR COMMITTEES.

21 (11) THE DEPARTMENT, IN CONSULTATION WITH THE
22 ACCOUNTABILITY WORK GROUP DESCRIBED IN SECTION 22-11-202 (3),
23 SHALL DETERMINE BEST PRACTICES FOR PARTICIPATION IN THE SCHOOL
24 ACCOUNTABILITY SYSTEM. THE DEPARTMENT SHALL PUBLISH THE BEST
25 PRACTICES ON THE DEPARTMENT'S WEBSITE BY NOVEMBER 1, 2027. THE
26 DEPARTMENT, AT A MINIMUM, SHALL UPDATE THIS INFORMATION EVERY
27 FIVE YEARS.

1 (12) STARTING IN 2030, AND EVERY FIVE YEARS THEREAFTER, THE
2 DEPARTMENT SHALL STUDY ADJUSTMENTS TO STATE ASSESSMENTS BASED
3 ON AVAILABLE TECHNOLOGY TO ENSURE STATE ASSESSMENTS CONTINUE
4 TO LEVERAGE NEW APPROACHES AND METHODS.

5 **SECTION 11.** In Colorado Revised Statutes, add 22-11-213 as
6 follows:

7 **22-11-213. Pathway plan - school districts - state charter**
8 **school institute - public schools.** (1) (a) THE PATHWAY PLAN IS A
9 MULTI-YEAR PLAN FOR SCHOOL IMPROVEMENT THAT IS PREPARED BY A
10 SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL FOR THE STATE
11 REVIEW PANEL AND THE STATE BOARD.

12 (b) (I) A PATHWAY PLAN CONNECTS THE SCHOOL DISTRICT'S OR
13 THE INSTITUTE'S PROPOSAL FOR SIGNIFICANT STATE BOARD ACTION, AS
14 DESCRIBED IN SECTION 22-11-209 (2)(a), WITH THE BROADER STRATEGIES
15 FOR THE IMPROVEMENT OF THE SCHOOL DISTRICT OR THE INSTITUTE.

16 (II) A PATHWAY PLAN CONNECTS THE PUBLIC SCHOOL'S PROPOSAL
17 FOR SIGNIFICANT STATE BOARD ACTION, AS DESCRIBED IN SECTION
18 22-11-210 (5)(a), WITH THE BROAD STRATEGIES FOR THE IMPROVEMENT
19 OF THE PUBLIC SCHOOL.

20 (c) (I) A SCHOOL DISTRICT OR THE INSTITUTE SHALL DEVELOP A
21 PATHWAY PLAN WHEN THE SCHOOL DISTRICT OR THE INSTITUTE:

22 (A) VOLUNTARILY PROCEEDS, AS DESCRIBED IN SECTION
23 22-11-207 (5), IN THE THIRD OR FOURTH YEAR OF PERFORMANCE WATCH,
24 WITH A REQUEST TO THE STATE BOARD TO DIRECT A SIGNIFICANT ACTION;

25 (B) ENTERS THE FIFTH YEAR ON PERFORMANCE WATCH; OR

26 (C) RETURNS TO THE STATE BOARD FOR A HEARING BASED ON A
27 PRIOR ORDER OF THE STATE BOARD, AS DESCRIBED IN SECTION 22-11-209

1 (3.5).

2 (II) A PUBLIC SCHOOL SHALL DEVELOP A PATHWAY PLAN WHEN
3 THE PUBLIC SCHOOL:

4 (A) VOLUNTARILY PROCEEDS, AS DESCRIBED IN SECTION
5 22-11-210 (1)(d.5), IN THE THIRD OR FOURTH YEAR OF PERFORMANCE
6 WATCH, WITH A REQUEST TO THE STATE BOARD TO DIRECT A SIGNIFICANT
7 ACTION;

8 (B) ENTERS THE FIFTH YEAR ON PERFORMANCE WATCH; OR

9 (C) RETURNS TO THE STATE BOARD FOR A HEARING BASED ON A
10 PRIOR ORDER OF THE STATE BOARD, AS DESCRIBED IN SECTION 22-11-210
11 (5.5)(a).

12 (2) (a) (I) A PATHWAY PLAN FOR A SCHOOL DISTRICT MUST
13 INCLUDE THE SCHOOL DISTRICT'S PROPOSED SIGNIFICANT ACTION OR
14 ACTIONS FROM THE LIST SET FORTH IN SECTION 22-11-209 (2)(a)(I);

15 (II) A PATHWAY PLAN FOR THE INSTITUTE MUST INCLUDE THE
16 INSTITUTE'S PROPOSED SIGNIFICANT ACTION OR ACTIONS FROM THE LIST
17 SET FORTH IN SECTION 22-11-209 (2)(a)(II); AND

18 (III) A PATHWAY PLAN FOR A PUBLIC SCHOOL MUST INCLUDE THE
19 PUBLIC SCHOOL'S PROPOSED SIGNIFICANT ACTION OR ACTIONS FROM THE
20 LIST SET FORTH IN SECTION 22-11-210 (5)(a).

21 (b) IN ADDITION TO THE PROPOSED SIGNIFICANT ACTIONS
22 DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION, A PATHWAY PLAN FOR
23 A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL MUST
24 INCORPORATE DATA ANALYSIS TO IDENTIFY PRIORITY CHALLENGES AND
25 ROOT CAUSES, RESEARCH-BASED STRATEGIES, AN ACTION AND
26 IMPLEMENTATION PLAN, SHORT-CYCLE IMPLEMENTATION BENCHMARKS,
27 AND ANNUAL TARGETS FOR PROGRESS MONITORING.

1 (c) TO ENSURE THE SUCCESS OF THE PATHWAY PLAN, A PATHWAY
2 PLAN FOR A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL MUST
3 INCLUDE THE SCHOOL DISTRICT'S, THE INSTITUTE'S, OR THE PUBLIC
4 SCHOOL'S BUDGET ALLOCATIONS TO SUPPORT SCHOOL NEEDS AND A
5 FINANCIAL SUSTAINABILITY PLAN. THE FINANCIAL SUSTAINABILITY PLAN
6 MAY INCLUDE, BUT IS NOT LIMITED TO, SALARIES, FACILITY COSTS,
7 CURRICULUM COSTS, AND OPERATIONAL COSTS.

8 (3) IN THE DEVELOPMENT AND IMPLEMENTATION OF THE PATHWAY
9 PLAN, A SCHOOL DISTRICT, THE INSTITUTE, OR A PUBLIC SCHOOL SHALL
10 ENGAGE WITH EDUCATORS, STUDENTS, FAMILIES, COMMUNITY
11 STAKEHOLDERS, THE SCHOOL DISTRICT ACCOUNTABILITY COMMITTEE
12 CREATED IN SECTION 22-11-301, AND, WHEN RELEVANT, THE SCHOOL
13 ACCOUNTABILITY COMMITTEE CREATED IN SECTION 22-11-401 AND ANY
14 LOCAL COLLECTIVE BARGAINING GROUPS OR EMPLOYEE ORGANIZATIONS,
15 AS DEFINED IN SECTION 29-33-103, THAT REPRESENT EDUCATORS.

16 (4) THE STATE BOARD SHALL ADOPT RULES FOR PURPOSES OF THIS
17 SECTION.

18 **SECTION 12.** In Colorado Revised Statutes, 22-11-303, **amend**
19 (3) introductory portion and (3)(b) as follows:

20 **22-11-303. Accredited or accredited with distinction -**
21 **performance plan - school district or institute - contents - adoption.**

22 (3) A district or institute performance plan ~~shall be~~ IS designed to raise
23 the academic performance of students enrolled in the school district or in
24 the institute charter schools and to ensure that the school district or the
25 institute, following the next annual accreditation review, attains a higher
26 accreditation category or remains in the same accreditation category if the
27 school district or institute is accredited with distinction. At a minimum,

1 each district and institute performance plan ~~shall~~ MUST:

2 (b) Identify positive and negative trends for district public schools
3 as a group and individually or for institute charter schools as a group and
4 individually in the levels of attainment by the public schools as a group
5 and individually on the performance indicators, INCLUDING A
6 DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL
7 PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S PUBLIC
8 SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON
9 PERFORMANCE WATCH.

10 **SECTION 13.** In Colorado Revised Statutes, 22-11-304, **amend**
11 (3)(b) as follows:

12 **22-11-304. Accredited with improvement plan - school district**
13 **or institute - plan contents - adoption.** (3) A district improvement plan
14 or an institute improvement plan must be designed to ensure that the
15 school district or the institute improves its performance to the extent that,
16 following completion of its next annual accreditation review, the school
17 district or the institute attains a higher accreditation category. At a
18 minimum, a district improvement plan or an institute improvement plan
19 must:

20 (b) Identify positive and negative trends for district public schools
21 as a group and individually or for institute charter schools as a group and
22 individually in the levels of attainment by the public schools as a group
23 and individually on the performance indicators, INCLUDING A
24 DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL
25 PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S PUBLIC
26 SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON
27 PERFORMANCE WATCH;

1 **SECTION 14.** In Colorado Revised Statutes, 22-11-305, **amend**
2 (1)(a), (1)(c), (2)(a), (2)(b), (3)(b), and (3)(e); and **add** (3)(e.5) as follows:

3 **22-11-305. Accredited with priority improvement plan - school**
4 **district or institute - plan contents - adoption.** (1) (a) In accordance
5 with the time frames specified in state board rule, each school district that
6 is accredited with priority improvement plan shall annually adopt and
7 implement a district priority improvement plan as described in subsection
8 (3) of this section. WHEN A SCHOOL DISTRICT CREATES A PATHWAY PLAN
9 THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS
10 DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

11 (c) The commissioner, subject to available appropriations, may
12 assign the state review panel to critically evaluate the district priority
13 improvement plan OR THE PATHWAY PLAN, and recommend to the
14 commissioner modifications to the plan. The commissioner may
15 recommend to the local school board modifications to the district priority
16 improvement plan OR PATHWAY PLAN, taking into consideration any
17 recommendations of the state review panel, INCLUDING A DESCRIPTION OF
18 HOW THE SCHOOL DISTRICT WILL PROVIDE DIFFERENT SUPPORTS FOR THE
19 SCHOOL DISTRICT'S PUBLIC SCHOOLS THAT ARE ON PERFORMANCE WATCH.

20 (2) (a) If the institute is accredited with priority improvement
21 plan, the institute board shall, in accordance with the time frames
22 specified in state board rule, adopt and implement an institute priority
23 improvement plan as described in subsection (3) of this section. In
24 preparing the institute priority improvement plan, the institute board shall
25 take into account and incorporate any institute charter school
26 performance, improvement, priority improvement, and turnaround plans
27 received pursuant to sections 22-11-403 to 22-11-406. WHEN AN

1 INSTITUTE CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY
2 REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS
3 SECTION.

4 (b) The commissioner, subject to available appropriations, may
5 assign the state review panel to critically evaluate the institute priority
6 improvement plan and recommend to the commissioner modifications to
7 the plan. The commissioner may recommend to the institute modifications
8 to the institute priority improvement plan, taking into consideration any
9 recommendations of the state review panel, INCLUDING A DESCRIPTION OF
10 HOW THE INSTITUTE WILL PROVIDE DIFFERENT SUPPORTS FOR THE
11 INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT ARE ON PERFORMANCE
12 WATCH.

13 (3) A district priority improvement plan or an institute priority
14 improvement plan must be designed to ensure that the school district or
15 the institute improves its performance to the extent that, following
16 completion of its next annual accreditation review, the school district or
17 the institute attains a higher accreditation category. At a minimum, a
18 district priority improvement plan or an institute priority improvement
19 plan must:

20 (b) Identify positive and negative trends for district public schools
21 as a group and individually or for institute charter schools as a group and
22 individually in the levels of attainment by the public schools as a group
23 and individually on the performance indicators, INCLUDING A
24 DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL
25 PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S DISTRICT
26 PUBLIC SCHOOLS OR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS THAT
27 ARE ON PERFORMANCE WATCH;

1 (e) Identify the local, state, and federal resources that the school
2 district or the institute will use to implement the identified strategies with
3 fidelity; and

4 (e.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF
5 THE SCHOOL DISTRICT'S OR THE INSTITUTE'S PUBLIC SCHOOLS AND CREATE
6 A FINANCIAL SUSTAINABILITY PLAN, WHICH MUST INCLUDE, BUT IS NOT
7 LIMITED TO, SALARIES, FACILITY COSTS, CURRICULUM COSTS, AND
8 OPERATIONAL COSTS; AND

9 **SECTION 15.** In Colorado Revised Statutes, 22-11-306, **amend**
10 (1)(a), (2)(a), (3)(b), and (3)(e); and **add** (3)(e.5) as follows:

11 **22-11-306. Accredited with turnaround plan - school district**
12 **or institute - plan content - adoption.** (1) (a) In accordance with the
13 time frames specified in state board rule, each school district that is
14 accredited with turnaround plan shall annually adopt and implement a
15 district turnaround plan as described in subsection (3) of this section.
16 WHEN A SCHOOL DISTRICT CREATES A PATHWAY PLAN, THE STATE BOARD,
17 BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN
18 SUBSECTION (3) OF THIS SECTION.

19 (2) (a) If the institute is accredited with turnaround plan, the
20 institute board shall, in accordance with the time frames specified in state
21 board rule, adopt and implement an institute turnaround plan as described
22 in subsection (3) of this section. In preparing the institute turnaround
23 plan, the institute board shall take into account and incorporate any
24 institute charter school performance, improvement, priority improvement,
25 and turnaround plans received pursuant to sections 22-11-403 to
26 22-11-406. WHEN THE INSTITUTE CREATES A PATHWAY PLAN, THE STATE
27 BOARD, BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN

1 SUBSECTION (3) OF THIS SECTION.

2 (3) A district turnaround plan or an institute turnaround plan must
3 be designed to ensure that the school district or the institute improves its
4 performance to the extent that, following completion of its next annual
5 accreditation review, the school district or the institute attains a higher
6 accreditation category. At a minimum, a district turnaround plan or an
7 institute turnaround plan must:

8 (b) Identify positive and negative trends for district public schools
9 as a group and individually or for institute charter schools as a group and
10 individually in the levels of attainment by the public schools as a group
11 and individually on the performance indicators, WHICH INCLUDES A
12 DESCRIPTION OF HOW THE SCHOOL DISTRICT OR THE INSTITUTE WILL
13 PROVIDE DIFFERENT SUPPORTS FOR THE SCHOOL DISTRICT'S DISTRICT
14 PUBLIC SCHOOLS OR FOR THE INSTITUTE'S INSTITUTE CHARTER SCHOOLS ON
15 PERFORMANCE WATCH;

16 (e) Identify the local, state, and federal resources that the school
17 district or the institute will use to implement the identified strategies with
18 fidelity; and

19 (e.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF
20 THE SCHOOL DISTRICT'S OR THE INSTITUTE'S PUBLIC SCHOOLS AND CREATE
21 A FINANCIAL SUSTAINABILITY PLAN, WHICH MUST INCLUDE, BUT IS NOT
22 LIMITED TO, SALARIES, FACILITY COSTS, CURRICULUM COSTS, AND
23 OPERATIONAL COSTS; AND

24 **SECTION 16.** In Colorado Revised Statutes, 22-11-405, **amend**
25 (1)(a) and (2)(a); and **add** (4)(b.5) as follows:

26 **22-11-405. School priority improvement plan - contents.**

27 (1) (a) If the state board, pursuant to section 22-11-210, directs a district

1 public school to adopt a priority improvement plan, the local school
2 board, in accordance with time frames specified in state board rules, shall
3 adopt a school priority improvement plan, as described in subsection (4)
4 of this section, for the district public school. WHEN A DISTRICT PUBLIC
5 SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY
6 REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (4) OF THIS
7 SECTION.

8 (2) (a) If the state board, pursuant to section 22-11-210, directs an
9 institute charter school to adopt a priority improvement plan, the institute,
10 in accordance with time frames specified in state board rules, shall adopt
11 a school priority improvement plan, as described in subsection (4) of this
12 section, for the institute charter school. WHEN AN INSTITUTE CHARTER
13 SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY
14 REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN SUBSECTION (4) OF THIS
15 SECTION.

16 (4) A school priority improvement plan must be designed to
17 ensure that the public school improves its performance to the extent that,
18 following completion of the public school's next annual performance
19 review, the public school attains a higher accreditation category. At a
20 minimum, a school priority improvement plan must:

21 (b.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF
22 THE PUBLIC SCHOOLS AND CREATE A FINANCIAL SUSTAINABILITY PLAN,
23 WHICH MUST INCLUDE, BUT IS NOT LIMITED TO, SALARIES, FACILITY COSTS,
24 CURRICULUM COSTS, AND OPERATIONAL COSTS;

25 **SECTION 17.** In Colorado Revised Statutes, 22-11-406, **amend**
26 (1)(a) and (2)(a); and **add** (3)(b.5) as follows:

27 **22-11-406. School turnaround plan - contents.** (1) (a) If the

1 state board, pursuant to section 22-11-210, directs a district public school
2 to adopt a turnaround plan, the local school board, in accordance with
3 time frames specified in state board rules, shall adopt a school turnaround
4 plan, as described in subsection (3) of this section, for the district public
5 school. Each district public school turnaround plan ~~shall also be~~ is subject
6 to evaluation by the state review panel and may be subject to revisions
7 requested by the commissioner as provided in this subsection (1). WHEN
8 A DISTRICT PUBLIC SCHOOL CREATES A PATHWAY PLAN, THE STATE BOARD,
9 BY RULE, MAY REDUCE SOME OF THE OBLIGATIONS DESCRIBED IN
10 SUBSECTION (3) OF THIS SECTION.

11 (2) (a) If the state board, pursuant to section 22-11-210, directs an
12 institute charter school to adopt a turnaround plan, the institute, in
13 accordance with time frames specified in state board rules, shall adopt a
14 school turnaround plan, as described in subsection (3) of this section, for
15 the institute charter school. Each institute charter school turnaround plan
16 ~~shall also be~~ is subject to evaluation by the state review panel and may be
17 subject to revisions requested by the commissioner as provided in this
18 subsection (2). WHEN AN INSTITUTE CHARTER SCHOOL CREATES A
19 PATHWAY PLAN, THE STATE BOARD, BY RULE, MAY REDUCE SOME OF THE
20 OBLIGATIONS DESCRIBED IN SUBSECTION (3) OF THIS SECTION.

21 (3) A school turnaround plan must be designed to ensure that the
22 public school improves its performance to the extent that, following
23 completion of the public school's next annual performance review, the
24 public school attains a higher accreditation category. At a minimum, a
25 school turnaround plan must:

26 (b.5) IDENTIFY BUDGET ALLOCATIONS TO SUPPORT THE NEEDS OF
27 THE PUBLIC SCHOOLS AND CREATE A FINANCIAL SUSTAINABILITY PLAN,

1 WHICH MUST INCLUDE, BUT IS NOT LIMITED TO, SALARIES, FACILITY COSTS,
2 CURRICULUM COSTS, AND OPERATIONAL COSTS;

3 **SECTION 18.** In Colorado Revised Statutes, **add** 22-11-505 as
4 follows:

5 **22-11-505. Statewide education accountability dashboard -**
6 **definition.** (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT
7 OTHERWISE REQUIRES, "STATEWIDE EDUCATION ACCOUNTABILITY
8 DASHBOARD" OR "DASHBOARD" MEANS A STATEWIDE EDUCATION
9 ACCOUNTABILITY DASHBOARD USED TO REPORT AND ACCESS:

10 (a) LOCAL AND STATEWIDE EDUCATION ACCOUNTABILITY DATA;

11 AND

12 (b) POSTSECONDARY AND WORKFORCE READINESS DATA,
13 INCLUDING DATA MADE AVAILABLE TO THE DEPARTMENT THROUGH THE
14 STATEWIDE LONGITUDINAL DATA SYSTEM CREATED IN SECTION
15 24-37.5-125 (2)(a).

16 (2) ON OR BEFORE NOVEMBER 1, 2026, THE DEPARTMENT SHALL
17 GATHER STAKEHOLDER INPUT ON THE SPECIFIC DATA ELEMENTS AND
18 VISUAL REPORTING FORMAT FOR THE STATEWIDE EDUCATION
19 ACCOUNTABILITY DASHBOARD. THE DEPARTMENT SHALL SUMMARIZE THE
20 STAKEHOLDER INPUT, THE ESTIMATED COST FOR INCORPORATING DATA
21 ELEMENTS, AND REPORTING FORMATS WITH THE STATE BOARD INTO A
22 REPORT. THE DEPARTMENT SHALL SUBMIT THE REPORT TO THE EDUCATION
23 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR
24 THEIR SUCCESSOR COMMITTEES, AND THE JOINT BUDGET COMMITTEE.
25 SUBJECT TO AVAILABLE APPROPRIATIONS, THE DEPARTMENT SHALL
26 CREATE A STATEWIDE EDUCATION ACCOUNTABILITY DASHBOARD. ON THE
27 DASHBOARD, THE DEPARTMENT SHALL REPORT THE INFORMATION

1 DESCRIBED IN SUBSECTIONS (3)(a) AND (3)(b) OF THIS SECTION IN A
2 TRANSPARENT AND ACCESSIBLE MANNER TO FAMILIES, STUDENTS, AND
3 COMMUNITY MEMBERS.

4 (3) THE DEPARTMENT SHALL REVIEW AND MAKE
5 RECOMMENDATIONS TO THE STATE BOARD ON THE PROCESS TO:

6 (a) DETERMINE THE PERCENTAGE OF STUDENTS WHO SCORE AT
7 EACH OF THE PERFORMANCE LEVELS IDENTIFIED BY THE STATE BOARD FOR
8 THE STATE ASSESSMENTS, REPORTED BY GRADE LEVEL AND ASSESSMENT,
9 AS DESCRIBED IN SECTION 22-11-503 (2)(a.5); AND

10 (b) DETERMINE THE PERCENTAGE OF STUDENTS WHO ARE NOT
11 TESTED OR WHOSE SCORES ARE NOT INCLUDED IN DETERMINING THE
12 PERFORMANCE INDICATORS, AS DESCRIBED IN SECTION 22-11-503 (3)(b).

13 **SECTION 19.** In Colorado Revised Statutes, 22-13-103, **amend**
14 (1)(b), (1)(c)(V), and (2) introductory portion; and **add** (1)(d) and (1)(e)
15 as follows:

16 **22-13-103. School transformation grant program - created -**
17 **rules - repeal.** (1) There is created in the department the school
18 transformation grant program to provide funding to:

19 (b) Support school districts, the institute, and charter schools ~~in~~
20 ~~providing~~ IN PURSUING BOLD SOLUTIONS BY PROVIDING educator
21 professional development and transforming instruction in public schools
22 that are required to adopt priority improvement or turnaround plans for
23 the immediate or preceding school year, ~~and~~ INCLUDING, BUT NOT LIMITED
24 TO, MANAGEMENT RESTRUCTURING, CREATING A PIPELINE FOR
25 LEADERSHIP AND EDUCATOR DEVELOPMENT, ASSET RESTRUCTURING,
26 COLLABORATIVE PROBLEM-SOLVING, DESIGNING BUDGETARY
27 EXPECTATIONS FOR SCHOOL TURNAROUND PLANS AND IMPLEMENTING A

1 FUNDING SUSTAINABILITY PLAN, DISTRIBUTING RESOURCES TO THE
2 SCHOOLS MOST IN NEED, AND ENSURING THE SCHOOL DISTRICT PLAN
3 DETAILS THE ALLOCATION OF RESOURCES TO ADDRESS SCHOOL DISTRICT
4 NEEDS;

5 (c) Assist school districts, the institute, and charter schools that
6 are implementing priority improvement or turnaround plans in planning
7 for and implementing one or more of the following rigorous school
8 redesign strategies:

9 (V) Closing a public school or revoking the charter for a district
10 or institute charter school;

11 (d) SUPPORT SCHOOL DISTRICTS, THE INSTITUTE, AND CHARTER
12 SCHOOLS THAT ARE IMPLEMENTING PRIORITY IMPROVEMENT OR
13 TURNAROUND PLANS TO USE LOCAL ASSESSMENT DATA TO IDENTIFY
14 PERFORMANCE INDICATOR GAPS AND PROVIDE SUPPORTS AND
15 INTERVENTIONS; AND

16 (e) ASSIST SCHOOL DISTRICTS, THE INSTITUTE, AND CHARTER
17 SCHOOLS THAT HAVE BEEN REQUIRED TO ADOPT A PRIORITY IMPROVEMENT
18 OR TURNAROUND PLAN FOR ONE, TWO, OR THREE CONSECUTIVE YEARS TO
19 ENGAGE IN COMMUNITY-LED IMPROVEMENT STRATEGIES.

20 (2) The state board, in accordance with the "State Administrative
21 Procedure Act", article 4 of title 24, shall ~~promulgate~~ ADOPT rules to
22 implement and administer the program. At a minimum, the rules must
23 include:

24 **SECTION 20.** In Colorado Revised Statutes, 24-72-202, **amend**
25 (6)(a)(I) as follows:

26 **24-72-202. Definitions.** As used in this part 2, unless the context
27 otherwise requires:

1 (6) (a) (I) "Public records" means and includes all writings made,
2 maintained, or kept by the state, any agency, institution, A PUBLIC OR
3 PRIVATE ENTITY THAT SERVES AS AN EXTERNAL SUPPORT PARTNER FOR A
4 SCHOOL DISTRICT OR THE STATE CHARTER SCHOOL INSTITUTE PURSUANT
5 TO SECTION 22-11-209 (2)(a), A PUBLIC OR PRIVATE ENTITY THAT SERVES
6 AS AN EXTERNAL SUPPORT PARTNER FOR A PUBLIC SCHOOL PURSUANT TO
7 SECTION 22-11-210 (5)(a), a nonprofit corporation incorporated pursuant
8 to section 23-5-121 (2), ~~C.R.S.~~, or political subdivision of the state, or
9 that are described in section 29-1-902 ~~C.R.S.~~, and held by any
10 local-government-financed entity for use in the exercise of functions
11 required or authorized by law or administrative rule or involving the
12 receipt or expenditure of public funds.

13 **SECTION 21. Act subject to petition - effective date.** This act
14 takes effect at 12:01 a.m. on the day following the expiration of the
15 ninety-day period after final adjournment of the general assembly; except
16 that, if a referendum petition is filed pursuant to section 1 (3) of article V
17 of the state constitution against this act or an item, section, or part of this
18 act within such period, then the act, item, section, or part will not take
19 effect unless approved by the people at the general election to be held in
20 November 2026 and, in such case, will take effect on the date of the
21 official declaration of the vote thereon by the governor.